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ABSTRACT

In the fall of 1972 the Research Foundation of the National Council of Teachers of English decided to fund the Research Instruments Project (TRIP), a project designed to collect and evaluate measurement instruments in reading, language development, teacher competency, standard English as a second language or dialect, literature, writing, listening, and miscellaneous language skills. In addition to being suitable for assessing a component of the field of English education, the tests selected had to be available on microfilm from University Microfilms or through the ERIC system, must not have been published or made commercially available, and had to have potential use for future research. Information on each of the more than 100 instruments listed includes the suggested age range, a description of the instrument, validity, reliability, and normative data, ordering information, and a list of related documents and references. (TO)

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Measures

For Research And Evaluation

In the English Language Arts

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CS 201 376

With special thanks to the members of the NCTE Committee on Research who helped shape this project and particular thanks to the Chairmen, James R. Squire, 1971-1973, and Roy C. O'Donnell, 1974-present.

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Preface

To be a master in one field one must always be alert to the ever broadening environs of knowledge within his or her particular field. One way of extending the horizons of knowledge in an area is through research. Conducting research, however, is often fraught with many difficulties, one being the availability of instruments for measuring different variables and a second being the awareness of and building on past research.

The idea for The Research Instruments Project (TRIP) was germinated at a meeting of the Research Committee of the National Council of Teachers of English (NCTE) at its Annual Convention in Las Vegas in November 1971. At that meeting concern was raised that a number of instruments are being devised for research, mainly for doctoral dissertations, but quite frequently researchers working in similar areas of study are not aware of such instruments and consequently are spending much time duplicating the work of others. It was felt that researchers would be helped greatly if instruments devised for research were readily available to them.

In the fall of 1972 the Research Foundation of NCTE voted to fund the project, and at a meeting in Urbana in January 1973 The Research Instruments Project, under the sponsorship of NCTE and the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), got under way.

Thanks are extended to a number of individuals and organizations for seeing this project through to completion. Without funding by NCTE and the sponsorship of ERIC/RCS the project could not even have been started. James Squire, former chairman of the NCTE Committee on Research, was largely responsible for presenting the proposal to the NCTE Executive Committee and for helpful advice as the project progressed. Roy O'Donnell acted as liaison between the TRIP Committee and the Committee on Research. Bernard O'Donnell coordinated the involvement of the ERIC Clearinghouse, and he and his assistants, particularly Ms. Leona Blum, arranged for disseminating information about the project and receiving submissions to forward to the Committee members for analysis and evaluation. James Hoetker set up a computer search of the ERIC system to locate instruments for consideration. Without the work of the Committee, Julie Jensen and Charles Cooper, the mass of submissions would not have reached their final destination. Through their hard and untiring work the instruments described in this volume are being made available to you. Julie Jensen was largely responsible for instruments in language development and standard English as a second language; Charles Cooper focused on instruments in literature, writing, and teacher

competency; and reading and listening were the responsibility of the Chairman.

A host of other individuals played varying roles in the project. One group in particular to be singled out are the researchers who took time to submit instruments and to respond to the call for additional data. I am sure their work will be adequately rewarded by subsequent research to be made possible because of their efforts.

W.T. Fagan
Chairman
The Research Instruments Project

Introduction

Evaluation has always been a topic of interest among teachers and researchers. With the current focus on accountability, it is perhaps of greater concern than ever before.

The terms "measurement" and "evaluation" are often used as if they were synonymous. According to Finn (1973), "Evaluation is much broader in scope and may be considered the judgment of value or worth of an object, event or idea according to one or more criteria." One of the stages in the process of evaluation involves the selection of measurements—a means of assigning numbers to individuals according to their responses to a given set of stimuli or to any of a host of variables, as, for example, the number of T-units in a grade four basal reader. The purpose of this publication is to make available to researchers a number of measurement instruments in the English language arts—instruments often obscured in journal articles or doctoral dissertations and not always available to the potential user.

Measurement in Research

Through research, individuals have sought truth and knowledge using as rational and scientific an approach as possible. Although many concerns have been raised about research, Burton (1973) states that "... the student of research in the teaching of English can find much to rejoice about as he looks back over the last decade" (p. 161). Burton continues that "research activity in the field has represented a virtual explosion" (p. 161). Indicators of this "explosion" of research in the past decade or so may be seen in two recent developments in research in the English language arts. The first is the inauguration of two important new journals, the *Reading Research Quarterly*, now in its tenth year, published by the International Reading Association, and *Research in the Teaching of English*, now in its eighth year, published by the National Council of Teachers of English. In addition to research reports and news of interest to researchers, both journals publish annotated bibliographies of recent research.

The second development is a series of conferences on research in English education:

Conference on Needed Research in the Teaching of English, Carnegie Institute of Technology, May 1962.

Research Development Seminar in the Teaching of English, New York University, February 1963.

San Francisco Conference on Research Design and the Teaching of English, November 1963.

Preconvention Invitational Seminar on Research Design in English Education, NCTE, Minneapolis, November 1972.

Preconvention Conference on Research in Reading and English Education, NCTE, Philadelphia, November 1973.

Participants at all of these conferences explored research problems, raised questions needing to be researched, worked out designs for specific studies, and discussed the need for new measures like the ones collected here.

In spite of an apparently increasing interest in research in the English language arts, numbers of problems remain. These concerns have been expressed by such individuals as Braddock, Lloyd-Jones, and Schoer (1963), Gunderson (1967), Summers (1967), Petty, Herold, and Stoll (1968), Sherwin (1969), and Purves and Beach (1972). Perhaps one of the central criticisms of research is raised as a question by Finn (1973): "Are we measuring new aspects of the phenomena we study, and seeking better ways to measure familiar variables" (p. 216). It is the intent of the present publication to alert the reader to both new and better ways of measuring a phenomenon chosen as the focus of study.

By cataloging measures of specific language arts skills, the authors of this monograph do not wish to appear to be making an exclusive case for the use of comparison-group experimental studies in the English language arts. Comparison-group experimental studies, with their necessarily limited number of variables (even in complex multivariate studies) and their psychometrically justified measures, are only one way of discovering knowledge in the social sciences (see Diesing). The authors support, as well, various kinds of holistic studies: case studies, participant-observation studies, or model-building. Indeed one of the recurring themes at the Minnesota NCTE Seminar on Research is alluded to by Rosenbaum (1973) in the conference reports: "Don't be apologetic about non-quantifiable data. Explore other methods e.g., case studies, interaction analysis, etc." (p. 157). A researcher's choice of research method will be determined by the nature of his question and by the state of knowledge in the particular area of his interest.

It should be noted that curriculum studies constitute a small percentage of the body of available research efforts. As Burton (1973) states, "Despite much recent experimentation with curriculum patterns in English in the schools, there has been virtually no research on the connection between design and learning outcomes" (p. 168). This state of events will undoubtedly be forced to change in the present day period of accountability consciousness. One of the main criticisms leveled at competency-based teacher education is the difficulty in determining which competencies lead to desired changes in pupils' behavior. As W. David Maxwell (1974) says, "If what the student is asked to do is not shown to affect his *teaching* effectiveness, it has no valid claim for inclusion in a performance-based program" (p. 307).

Besides their uses in research studies, most of the measures included here would also be useful in curriculum evaluation, particularly diagnostic and summative evaluation. Teachers and supervisors and chairmen will find

here many measures more appropriate than standardized tests for the evaluation of instructional outcomes in the English language arts. Too often instruction becomes narrow and limited because of the content and format of inappropriate mandated tests and because teachers feel they must teach to such tests. When teachers and their supervisors are not aware of other measurement possibilities, they may feel helpless to respond to such outside pressures. These measures offer variety at a time when the insistence on accountability has made measurement questions crucial and unavoidable for all teachers.

Need for This Publication

It is not the intention of the authors to compile reviews of research instruments which would in any way duplicate the several valuable sources of information concerning measuring devices which are already available. Three of these sources will be given specific mention, while others will be referenced at the end of this chapter. *The Mental Measurements Yearbook* by O.K. Buros is perhaps the most widely known. The seventh volume in the series was published in 1972. These yearbooks contain critical reviews of many test instruments as well as extensive bibliographies. The second source of measuring instruments is a collection of unpublished measures suitable for research with children, compiled by Johnson and Bommarito (1971). The measures are organized into ten categories: cognitive; personality and emotional; perceptions of environment (attitudes toward adults and attitudes toward peers); self-concept; environment (parent and teacher attitudes toward children); motor skills, brain injury, and sensory perception; physical attributes (physical skills and body measurements); miscellaneous attitudes and interests; social behavior (dependency, aggression, socialization, etc); unclassified (measures that simply did not fit the other nine categories). The third collection of instruments is *Unpublished Instruments for Evaluation in Mathematics Education: An Annotated Listing* by Marilyn N. Suydam, which was published in January 1974 by the ERIC Clearinghouse on Science, Mathematics, and Environmental Education.

A basic reason for the project reported herein was the desire to assist the profession in answering the question posed by Finn: "Are we measuring new aspects of the phenomena we study, and seeking better ways to measure familiar variables?" The authors felt there already existed better instruments for measuring pertinent educational phenomena, particularly variables in the English language arts, but that these were not readily available to potential users. Many such instruments could be found in doctoral dissertations or journal articles, but, as Burton (1973) has stated, "The basic problem is one of dissemination. Most doctoral research, still a significant part of the total research in the field, does not get beyond the supervisory committee, except for an occasional interlibrary loan . . ." (p. 165). Chun *et al.* (1972) were cognizant of the same problem. They stated that "about 70 percent of all measures once published, are never used again, even by the authors themselves" (p. 593). The need to collect and disseminate information on research instruments

in the English language arts was seen as necessary by researchers in that field.

The purpose of the present publication is perhaps closest to that of the collection of mathematical instruments by Suydam (1974). The author states that "... there is insufficient information on instruments that have been developed by other researchers. The search for an instrument which already might exist often takes longer than the process of developing a new instrument. This document is an attempt to aid in resolving this difficulty" (pp. 1, 2).

However, one limitation of all the resources and reviews of measuring instruments is the unavailability of the *complete instrument*. In the Suydam publication, the author states, "The instruments (or, in a few instances, sample items) are (hopefully) available in the references cited ..." (p. 2). The authors of this NCTE monograph wanted to be sure that the complete test was available to the reader, and this availability was one of the criteria for the inclusion of instruments. The majority of the cited instruments have been processed into and are available from ERIC. The remainder are either readily available through journal articles or have been included in their entirety in this monograph.

This publication is aimed at anyone who may be interested in research and evaluation—whether a doctoral student or a school administrator. In general the publication might serve two main groups of people. First, those who have already delineated an area of study within the field of English education and who have specified the variables in which they are interested could consult this volume to see if others have designed instruments for collecting data on these variables. If such was the case, not only would the manner in which such an instrument was constructed be available, but the complete instrument would also be readily available if the user felt it could be adopted as is, or modified in some way, thus saving him considerable work. Secondly, those interested in research, but without a definite plan, might browse through the volume, note the various areas of English education in which researchers have been working, note the variables within these areas, and consequently become aware of possible research questions. Possible implications for research generated by an examination of the instruments contained herein are left to be derived independent of the views of the authors.

Definitions

In order to be as non-restrictive as possible, English education was broadly defined to include the areas of literature, reading, writing, listening, speaking, language and language development, attitude change, climate for learning, and creativity. As the work progressed two categories of measures were eliminated from consideration. For instruments which were concerned with two languages, it was decided to limit the publication to those which were concerned with English as a second language. The second decision was to exclude from analysis instruments that were concerned with language or speech pathology, for example, screening tests for articulatory defects. Instruments for all age ranges and publication dates were eligible for evaluation and subsequent publication.

The definition of "research instrument" was also broad during the collection stage so as to lessen the possibility of excluding potentially valuable information. A "research instrument" was defined as a mechanism for collecting or producing data.

> The data are usually scores obtained by measuring the characteristics of pupils in some educational setting (for example, aptitudes, achievements, attitudes), the characteristics of other individuals within the setting (for example, parents' educational levels, teachers' expectations), or characteristics of the number of texts per pupil, adequacy of time, and lighting facilities. (Finn, 1973, p. 212)

Collection of Data

Data on research instruments were sought in a number of ways. Brochures describing the research project and specifying data required for a preliminary assessment were mailed to approximately 220 individuals involved in English education. Recipients included participants in the Invitational Seminar on Research Design in English Education, Minneapolis, November 1972, faculty advisors in colleges and universities, and those known to be conducting personal research. The mailing list included names from the United States, Canada, Britain, and the Scandinavian countries.

A computer search of the ERIC system was conducted. The print-out consisted of abstracts of all documents in the system that included at least one descriptor in each of the following three categories:

1.	2.	3.
TESTS	KINDERGARTEN	LITERATURE
EVALUATION	GRADE 1	READING
	GRADE 2	WRITING
	GRADE 3	COMPOSITION
	GRADE 4	(LITERARY)
	GRADE 5	LANGUAGE
	GRADE 6	LINGUISTICS
	GRADE 7	ATTITUDES
	GRADE 8	CREATIVITY
	GRADE 9	ENVIRONMENT X
	GRADE 10	LEARNING
	GRADE 11	
	GRADE 12	

Finally, the "grape-vine" was set in operation and many who heard about the project submitted names of people who might have had a contribution to make.

Criteria for Evaluation

The authors applied four basic criteria to evaluate the instruments submitted. These were:

1. The instrument had to be suitable for assessing a component of the field of English education: reading; language development; learning

environment; standard English as a second language or dialect; literature; writing; listening; attitudes.

2. Unless the test was already available on microfilm from University Microfilms, authors had to agree to make available for publication through ERIC that portion of the test which required only pencil and paper. In the case of hardware (machines, tapes, etc.), permission to use and information on how to obtain had to be provided. The authors considered it important that the complete test be readily available to the potential user.

3. The instrument must not have been published. "Published" was defined as being available commercially in some specific form (for example, test booklets) and inclined to be advertised in a test catalogue or brochure.

Since the aim of the project was to provide a service to researchers by collecting instruments of possible value for their work which were only likely to be found through library searches, it was decided to exclude instruments available commercially.

Information on the publication of the instruments came from three main sources: Buros' *Mental Measurements Yearbooks* were checked for publishing data on the instruments submitted; the Committee members were sometimes aware of the commercial availability of certain instruments; and recent test catalogues of major test publishing companies were checked. Finally, if data on the instrument were not available through these sources, information was obtained from the authors on whether or not the instrument was published—using the definition given above.

4. The instrument had to have potential use for future research, as determined by the Committee.

This criterion was largely subjective; however, several factors were considered. If validity and reliability data were available with the instrument, an assessment as to the degree to which the instrument was valid and reliable was made. In some cases where the validity and/or reliability of the instrument was not high, the manner in which the variables concerned were measured was unique in some way and in spite of low validity and/or reliability the instrument was included. Where no validity and/or reliability data were available, the Committee assessed whether the techniques of measuring the variables concerned might contribute to future research and whether validity and reliability data could be secured for the instrument by other researchers. In cases where several instruments were submitted which assessed a particular variable in a similar manner, those which lacked validity or reliability data were excluded in favor of those which possessed such data.

Format of the Report

Organization: Measurement instruments are arranged alphabetically by category; within each category measures are listed alphabetically by author. All instruments are cross-referenced by age-range and author(s). The categories are: language development; listening; literature; reading;

standard English as a second language or dialect; teacher competency; writing; and miscellaneous.

Data on the instruments within each category are arranged under the following headings.

Title. In the case of submissions this was stated specifically by the author. In the case of data obtained through other sources (submission by acquaintances of the author, ERIC print-outs, etc.), if a title was not specifically stated, one was devised which utilized the words of the author in describing the instrument.

Author(s). Once again, in the case of submission directly by the author(s) this did not present a problem. In the case of doctoral dissertations, only the name of the doctoral candidate is listed, not the name of the major advisor. Where instruments had been devised by one person and radically revised or modified by another, only the name of the final author is listed; however, either in the test description or in a reference, mention is made of others who had contributed in some major way to the construction of the test.

Age Range. The categories used are: Pre-School (birth to kindergarten); Primary (grade one to grade three); Intermediate (grade four to grade six); Junior High (grade seven to grade nine); Senior High (grade ten to grade twelve); Post-Secondary - Adult. In some cases the author(s) stated the specific age range for which the instrument is suitable. When this information was not available, the age of sample members to whom the instrument was administered was used in deciding the age range category. If none of the above data were available, then the age range is indicated as "unspecified."

Description of Instrument. Under this heading the following data are included: purpose of the instrument, date of construction, and physical description of the instrument, including sample items and administration data (directions, time, scoring procedure, etc.).

In some instances desired data were not available. For example, it might be assumed that the date of construction of an instrument used in a doctoral study was the same as the completion date of the dissertation. When the date of construction was not clear, the completion date of the dissertation or publication date of a journal article was used to give some guide to the potential user as to the recency of the construction of the instrument. Time for administration was not always given and it would have been hazardous for the Committee to guess at an approximate time. When such data are not available, it is hoped that the description, including the number of items and the directions, might help the potential user assess whether this instrument is useful for his purposes. Brief directions are included in full; while lengthy directions are summarized. If the test is short, it is included here in full; if not, at least one sample item is given.

Validity, Reliability, and Normative Data. Questions of reliability and validity are crucial ones for most of the measures included in this monograph. The reader might wish to review current knowledge on these

two topics, and the authors recommend Anastasi's *Psychological Testing*. Her chapter on reliability is brief but adequate, and her two chapters on validity constitute a comprehensive and readable introduction to that topic. Where no such data were available for the instruments described, this is indicated. In the case of tables of difficulty indices, and so on, the data contained therein are summarized and the complete data are made available with the test.

Ordering Information. The main source is ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. A second source for some items is University Microfilms, Dissertation Copies, 300 North Zeeb Road, Ann Arbor, Michigan 48106. Pencil and paper portions of the test may be obtained on microfiche or microfilm from the above sources. If the instrument includes hardware, the source of this equipment (as supplied by the author) is indicated.

Related Documents. The key reference to the instrument is listed. In the case of doctoral dissertations, this is the dissertation itself. In some instances a research instrument had been modified from several sources. In such cases all sources are listed.

Limitations

In any undertaking such as this, a number of limitations can be cited. Perhaps the most obvious one is the method for obtaining information on instruments and the success of this method. Although the response was overwhelming, it is obvious that many researchers for various reasons did not reply to the memorandum soliciting information. Consequently, many worthwhile instruments in the field of English education continue to elude the researcher.

Secondly, many instruments were submitted with incomplete data. Rather than delay publication while seeking such data, it was decided to utilize the information available insofar as the four basic criteria for evaluation could be met.

Finally, the fourth criterion for evaluation, "The instrument must have potential use for future research, as determined by the Committee," was largely subjective. It is possible that an instrument not deemed of considerable value by the readers may have been included, and an instrument that might have been considered worthwhile in terms of research implications might have been omitted.

Suggestions for Use

It has been stated that this document has been designed for those who have already established a theoretical position and identified the variables they wish to measure, and for those who hope that perusal of available instruments will spark new research ideas. The organization of the publication hopefully enhances its use for the above purposes. For the person who wishes to pursue in depth a study of a particular instrument, the reference(s) listed should be of value.

In compiling this volume the need for suggestions for researchers who may be constructing instruments in the future became obvious. Some suggestions are listed below:

1. State specifically the purpose for which the instrument is being constructed. The stated purpose of a test as "to measure reading comprehension" will not reveal to the reader that the test was actually designed to measure inferential reasoning in expository material of fourth-grade children.
2. Indicate clearly the steps followed in constructing the instrument. This includes such things as the directions given to judges who evaluated test items.
3. Establish validity for the test.
4. Establish reliability for the test.
5. Give the test a name and be consistent in using this title when referring to the test.
6. State the theoretical framework which gives meaning to the test and to which the test results add further information.
7. State the assumptions underlying what the test proposes to measure.
8. Describe the sample to whom the test was administered and on whom the validity and reliability data may be obtained.
9. If at all possible include the complete tests in the research report or doctoral dissertation, or state where the instrument may be obtained.
10. Share the measure with other potential users. Your cooperation in responding to brochures such as the one which solicited instruments for this project is appreciated.

Anastasi, A. *Psychological Testing.* Third Edition. New York: The Macmillan Company, 1969.

Berger, A., and Smith, B.H. *Measure for Measure.* Urbana, Ill.: National Council of Teachers of English, 1973.

Blanton, W.; Farr, R.; and Tuinman, J.J. *Reading Tests for the Secondary Grades: A Review and Evaluation.* Newark, Del.: International Reading Association, 1972.

Bonjean, C.M., Hill, R.J.; and McLemore, S.D. *Sociological Measurement: Inventory of Scales and Indices.* San Francisco: Chandler Publishing Company, 1967.

Buros, O.K., ed. *The Seventh Mental Measurements Yearbook.* Highland Park, N.J.: Gryphon Press, 1972.

Buros, O.K. *Tests in Print.* Highland Park, N.J.: Gryphon Press, 1961.

Burton, D.L. "Research in the Teaching of English: The Troubled Dream." *Research in the Teaching of English* 7 (Fall 1973): 160-189.

Cattell, R.B., and Warburton, F.W. *Objective Personality and Motivation Tests.* Urbana, Ill.: University of Illinois Press, 1967.

Cornell University Test List. Ithaca, N.Y.: Cornell University Testing and Service Bureau, 1960.

Chun, Ki-Taek; Cobb, S.; French, J.R.P., Jr.; and Seashore, S. "Storage and Retrieval of Information on Psychological Measures." *American Psychologist* 28 (1973): 592-599.

Diesing, P. *Patterns of Discovery in the Social Sciences.* Chicago: Aldine-Atherton, 1971.

Farr, R., comp. *Measurement of Reading Achievement.* Reading Research Profiles, A Bibliography Series of ERIC/CRIER + IRA, April 1971.

Finn, J.D. "Measurement and Evaluation." *Research in the Teaching of English* 7 (Fall 1973): 212-239.

Johnson, O.G., and Bommarito, J. *Tests and Measurements in Child Development: A Handbook.* San Francisco: Jossey-Bass Inc., Publishers, 1971.

Locating Information on Educational Measurement: Sources and References. Number I, Evaluation and Advisory Service Series. Princeton, N.J.: Educational Testing Service, 1965.

Maxwell, W.D. "PBTE: A Case of the Emperor's New Clothes." *Phi Delta Kappan* 55 (January 1974): 306-311.

Osgood, C.E., Suci, G.J.; and Tannenbaum, P.H. *The Measurement of Meaning.* Urbana, Ill.: University of Illinois Press, 1957.

Rosenbaum, P.S. "The New Research." *Research in the Teaching of English* 7 (Fall 1973): 145-159.

Shaw, M.E., and Wright, J.M. *Scales for the Measurement of Attitudes.* New York: McGraw-Hill, 1967.

Simon, A., and Boyer, E.G., eds. *Mirrors for Behavior: An Anthology of Classroom Observation Instruments.* Philadelphia: Research for Better Schools, Inc., 1967.

Snider, J.G., and Osgood, C.E. *Semantic Differential Techniques: A Sourcebook.* Chicago: Aldine Publishing Company, 1969.

Stephenson, W. *The Study of Behavior: Q-Technique and Its Methodology.* Chicago: University of Chicago Press, 1953.

Suydam, M.N. *Unpublished Instruments for Evaluation in Mathematics Education: An Annotated Listing.* Columbus, Ohio: ERIC Clearinghouse for Science, Mathematics, and Environmental Education and Center for Science and Mathematics Education, Ohio State University, 1974.

Test Collection Bulletin. Vol. 2, No. 4. Princeton, N.J.: Educational Testing Service, 1968.

Webb, E.J.; Campbell, D.T.; Schwartz, R.D.; and Sechrest, L. *Unobtrusive Measures.* Chicago: Rand McNally and Company, 1965.

Wylie, R.C. *The Self Concept.* Lincoln: University of Nebraska Press, 1961.

Language Development

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BEST COPY AVAILABLE

Category: Language Development

Title: A Nonverbal Semantic Differential

Authors: P. M. Bentler and Allan L. Lavoie

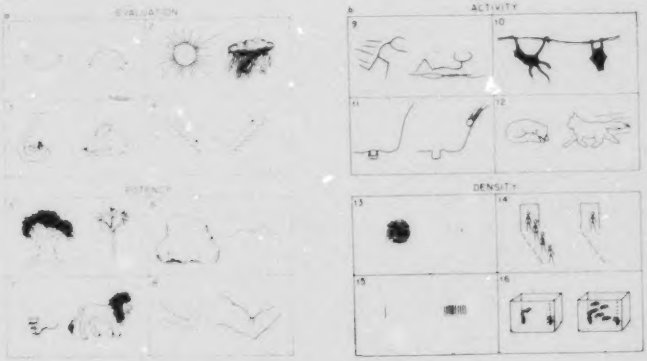
Age Range: Unspecified

Description of Instrument:

Purpose: To measure semantic space nonverbally in order to eliminate problems associated with finding translation equivalents for adjective scales. A nonverbal scale also enables group testing of much younger children than is possible with adjective scales, would allow testing of nonliterate groups, and might be useful with aphasiacs.

Date of Construction: 1972

Physical Description: At least three attempts were made by the authors to devise graphic scales which would reliably measure the semantic dimensions of evaluation, potency, activity, density, orderliness, reality, and familiarity. Further studies are planned. In Experiment I, 320 undergraduate students drew abstract figures in response to stimulus words which defined each of the seven factors. The yield was 26 relatively clear pairs of bipolar figures. Supplementary figures were then created, resulting in at least six item pairs for each dimension, and a total of 70 items. Subjects were directed to choose the member of each pair which better described one of 40 concepts. A second experiment was conducted because two factors, reality and familiarity, failed to come out. Seventy-five more specific and less abstract items using the same concepts as used in Experiment I still yielded only the five reliable and independent factors. In a third trial, 120 items were administered to 160 undergraduates and again five clear factors emerged. Representative nonverbal items follow:



4 Validity, Reliability, and Normative Data:

The figure pairs were intercorrelated across subjects and concepts using Bentler's monotonic correlation coefficient. The resulting matrix was analyzed using monotonicity analysis, a type of factor analysis useful with binary data. The factor matrix was rotated using Clustran, a transformation procedure that rotates an initial loading matrix to a hypothesized target. For Experiment II total scores were obtained for verbal and nonverbal factors by adding up items having high loadings in unit weight fashion. Product moment intercorrelations of the total scores were obtained as were estimates of the split-half internal consistency of the scores. The average absolute value of the intercorrelations of the five nonverbal factors and their corrected half internal consistencies was .17. The average internal consistency was .81. Experiment III indicated that the five nonverbal factors correspond closely to verbal factors as reflected in a mean correlation of .67. The mean internal consistency of .86 indicates that they are being measured reliably, and the mean absolute intercorrelation of .20 indicates that they are moderately independent.

Ordering Information:

EJ 062 295; Available only in *Journal of Verbal Learning and Verbal Behavior*

Related Documents:

Bentler, P. M., and Lavoie, A. L. "A Nonverbal Semantic Differential." *Journal of Verbal Learning and Verbal Behavior* 11 (1972): 491-496. (EJ 062 295)

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Category: Language Development 5

Title: Berko's Test of Morphology

Author: Jean Berko

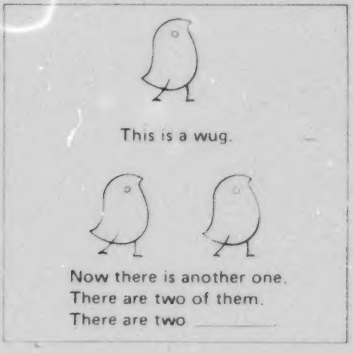
Age Range: Pre-School, Primary

Description of Instrument:

Purpose: To explore and describe the evolution of the child's ability to apply morphological rules to new words by asking him to inflect, to derive, to compound, and to analyze compound words.

Date of Construction: 1958

Physical Description: Primarily nonsense words are used to determine whether a child has internalized a morphological rule and is able to generalize it to new cases. A vocabulary list was examined to determine what features of English morphology seem to be most commonly represented in the vocabulary of the first grade child. From this it could be decided what extensions the child might be expected to make. Though all of the English inflectional morphemes were present, the areas that were selected for study included the plural and the two possessives of the noun, the third person singular of the verb, the progressive and the past tense, and the comparative and superlative of the adjective. Nonsense words for the test were created following the rules for possible sound combinations in English. Pictures to represent the nonsense words were then drawn on cards. The result was 27 brightly colored picture cards depicting objects, cartoon-like animals, and men performing various actions. Several actual English words were also included. A text which omitted the desired form was typed on each card as illustrated here:



The test was administered to three groups of subjects: native English-speaking college graduates, preschoolers between four and five years old, and first graders between five and one half and seven years old. Each subject met with the experimenter individually. The

6 experimenter pointed to the picture, read the text, and phonemically noted the missing item supplied by the subject. Subjects were further asked why the things denoted by the compound words were so named (i.e., "Why do you think a blackboard is called a 'blackboard'?"). Test administration took between ten and fifteen minutes per child. The following is the order in which the cards were presented. Included is a statement of what was being tested, a description of the card, and the text that was read. Pronunciation is indicated by regular English orthography; a phonemic transcription is included for first occurrences of nonsense words.

---

1. Plural. One bird-like animal, then two. "This is a wug /wʌg/. Now there is another one. There are two of them. There are two ___."

2. Plural. One bird, then two. "This is a gutch /gʌč/. Now there is another one. There are two of them. There are two ___."

3. Past tense. Man with a steaming pitcher on his head. "This is a man who knows how to spow /spow/. He is spowing. He did the same thing yesterday. What did he do yesterday? Yesterday he ___."

4. Plural. One animal, then two. "This is a kazh /kæž/. Now there is another one. There are two of them. There are two ___."

5. Past tense. Man swinging an object. "This is a man who knows how to rick /rik/. He is ricking. He did the same thing yesterday. What did he do yesterday? Yesterday he ___."

6. Diminutive and compounded or derived word. One animal, then a miniscule animal. "This is a wug. This is a very tiny wug. What would you call a very tiny wug? This wug lives in a house. What would you call a house that a wug lives in?"

7. Plural. One animal, then two. "This is a tor /tɒr/. Now there is another one. There are two of them. There are two ___."

8. Derived adjective. Dog covered with irregular green spots. "This is a dog with quirks /kwɘrks/ on him. He is all covered with quirks. What kind of dog is he? He is a ___ dog."

9. Plural. One flower, then two. "This is a lun /lʌn/. Now there is another one. There are two of them. There are two ___."

10. Plural. One animal, then two. "This is a niz/niz/. Now there is another one. There are two of them. There are two ___."

11. Past tense. Man doing calisthenics. "This is a man who knows how to mot /mat/. He is motting. He did the same thing yesterday. What did he do yesterday? Yesterday he ___."

12. Plural. One bird, then two. "This is a cra /kra/. Now there is another one. There are two of them. There are two ___."

13. Plural. One animal, then two. "This is a tass /tæs/. Now there is another one. There are two of them. There are two ___ ."

14. Past tense. Man dangling an object on a string. "This is a man who knows how to bod /bad/. He is bodding. He did the same thing yesterday. What did he do yesterday? Yesterday he ___ ."

15. Third person singular. Man shaking an object. "This is a man who knows how to naz /næz/. He is nazzing. He does it every day. Every day he ___ ."

16. Plural. One insect, then two. "This is a heaf /hiyf/. Now there is another one. There are two of them. There are two ___ ."

17. Plural. One glass, then two. "This is a glass. Now there is another one. There are two of them. There are two ___ ."

18. Past tense. Man exercising. "This is a man who knows how to gling /gliŋ/. He is glinging. He did the same thing yesterday. What did he do yesterday? Yesterday he ___ ."

19. Third person singular. Man holding an object. "This is a man who knows how to loodge /luwdž/. He is loodging. He does it every day. Every day he ___ ."

20. Past tense. Man standing on the ceiling. "This is a man who knows how to bing /biŋ/. He is binging. He did the same thing yesterday. What did he do yesterday? Yesterday he ___ ."

21. Singular and plural possessive. One animal wearing a hat, then two wearing hats. "This is a niz who owns a hat. Whose hat is it? It is the ___ hat. Now there are two nizzes. They both own hats. Whose hats are they? They are the ___ hats."

22. Past tense. A bell. "This is a bell that can ring. It is ringing. It did the same thing yesterday. What did it do yesterday? Yesterday it ___ ."

23. Singular and plural possessive. One animal wearing a hat, then two. "This is a wug who owns a hat. Whose hat is it? It is the ___ hat. Now there are two wugs. They both own hats. Whose hats are they? They are the ___ hats."

24. Comparative and superlative of the adjective. A dog with a few spots, one with several, and one with a great number. "This dog has quirks on him. This dog has more quirks on him. And this dog has even more quirks on him. This dog is quirky. This dog is ___ . And this dog is the ___ ."

25. Progressive and derived agentive or compound. Man balancing a ball on his nose. "This is a man who knows how to zib /zib/. What is he doing? He is ___ . What would you call a man whose job is to zib?"

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26. Past tense. An ice cube, then a puddle of water. "This is an ice cube. Ice melts. It is melting. Now it is all gone. What happened to it? It ___."

27. Singular and plural possessive. One animal wearing a hat, then two. "This is a bik /bik/ who owns a hat. Whose hat is it? It is the___ hat. Now there are two biks. They both own hats. Whose hats are they? They are the ___ hats."

28. Compound words. The child was asked why he thought the following were so named. (No pictures were used for these items.)

a. afternoon	f. fireplace	k. newspaper
b. airplane	g. football	l. sunshine
c. birthday	h. handkerchief	m. Thanksgiving
d. breakfast	i. holiday	n. Friday
e. blackboard	j. merry-go-round	

Validity, Reliability, and Normative Data:

Adult test answers were unanimous and were considered correct, a standard against which to rate child responses. The chi square criterion was used to yield the finding that no sex differences are apparent in the ability to handle English morphology as measured by these test items. On an age comparison, again using chi squares, first graders did significantly better than preschoolers on fewer than half of the inflectional items. The author speculates upon a close relationship between intelligence and the type of morphological patterning under study; however, IQ scores were not available for the subjects. Because the answers of the two groups were not qualitatively different, in that they both employed the same simplified rules, futher detailed analyses (i.e., rules children seem to apply in the selection of a particular allomorph) were based on the answers of the combined groups. The picture that emerged was consistent and regular; not idiosyncratic. The best performance was with those forms having the fewest variants.

Ordering Information:

EDRS (ED 097 716)

Related Documents:

Anisfield, M., and Tucker, G. R. "English Pluralization Rules of Six-Year-Old Children." *Child Development* 38 (1968): 1201-1217.

Berko, J. "The Child's Learning of English Morphology." *Word* 14 (1958): 150-177.

Dever, R. B. "A Comparison of the Results of a Revised Version of Berko's Test of Morphology with the Free Speech of Mentally Retarded Children." *Journal of Speech and Hearing Research* 15 (1972): 169-178. (EJ 054 636)

Category: Language Development

Title: K-Ratio Index

Author: Kenneith H. Calvert

Age Range: Intermediate

Description of Instrument:

Purpose: To measure the syntactic maturity of oral speech.

Date of Construction: 1971

Physical Description: The K-Ratio Index was devised for use in an investigation of the relationships between certain measures of syntactic maturity of oral languages and silent reading comprehension scores. Level of reading achievement was compared with the following measures: mean T-unit[1] length, subordination, "kernel structure ratio," frequency of multi-clause T-units, frequency of long T-units, frequency of surface structure patterns, and frequency of kernel structure patterns. "K-Ratio," the abbreviation for "kernel structure ratio," is computed by dividing the number of T-units in a speech sample by the number of kernel structures. Preparation for computing the ratio was accomplished by transcribing oral speech samples, excluding syntactically irrelevant matter, dividing into T-units, placing each T-unit at the top of its own data sheet, and counting the number of kernel structures embedded in each T-unit (see next page).

Validity, Reliability, and Normative Data:

The researcher sought a measure that would account for subclausal structures resulting from deletion transformations. Hunt, in his study, questioned the insensitivity of the subordination ratio to reduced clauses (a reduced clause is a former clause which lost its clausal state by way of deletion transformations, e.g., "the boy who was large" became "the large boy"). Calvert, investigating the possibility that the reduced clauses may have also suppressed the sensitivity of the T-unit, revealed that the K-Ratio is a better predictor of reading achievement (Point Biserial Correlation = 0.406; $p \lesssim .05$) than is mean T-unit length ($r_{pb} = 0.351$; $p = .05$) or subordination ratio ($r_{pb} = 0.320$; $p \gtrsim .05$).

Ordering Information:

EDRS (ED 091 722)

[1] K.W. Hunt, *Differences in Grammatical Structures Written at Three Grade Levels, The Structures to be Analyzed by Transformational Methods.* Report to the U.S. Office of Education, Cooperative Research Project No. 1998. Tallahassee, Fla., 1964.

10

A-2 13
(Student A, T-unit #2) (# of words in T-unit)

(T-unit) The old lady who owned the little dog lived in a huge house. (SV)

(Surface structure pattern)

(Kernel structures and their patterns)

S (Sub. clause)
1. The lady lived in a house. (SV)
2. The lady is old. (SVC_a)
3. The lady owns a dog. (SVO)
4. The dog is little. (SVC_a)
5. The house is huge. (SVC_a)

5
(# of kernel structures)

$$\text{K-Ratio} = \frac{\text{Total No. of T-units}}{\text{Total No. of Kernel Structures}}$$

Related Documents:

Calvert, K. H., "An Investigation of Relationships between the Syntactic Maturity of Oral Language and Reading Comprehension Scores." Dissertation, University of Alabama, 1971.

Category: Language Development 11

Title: Acquisition of Syntax Experiments

Author: Carol Chomsky

Age Range: Pre-School, Primary, Intermediate

Description of Instrument:

Purpose: To systematically study the acquisition of complex syntactic structures in children between the ages of five and ten by testing the child's ability to interpret sentences exhibiting the structures under study.

Date of Construction: 1969

Physical Description: The procedure used involves eliciting information about several test constructions through direct interviews of kindergarten through fourth graders. Four constructions were selected which are part of ordinary language usage but were considered to be linguistically complex and, therefore, candidates for late acquisition. Comprehension of these constructions was investigated beginning with five year olds, when most gave evidence of not yet knowing the construction. Testing of children progressed through increasing ages to the point at which it was found that most children exhibited a command of the structures comparable to that of adults (about age 10). Each interview lasted approximately a half hour. Interviews were tape-recorded for later transcription. Minimum notes of interesting observations were taken during the interviews. Test sentences were selected which contained the selected syntactic structures with no contextual or semantic clues to influence the child's interpretations. In semantically ambiguous sentences, where two different combinations of words both make sense, the child's only basis for correct interpretation is his knowledge of structure.

The Acquisition of Syntax in Children from 5 to 10 (Chomsky, 1969) includes complete interview texts for each of the four constructions, which are briefly described here. Construction one, *Easy to See*, is tested during the first minute of the interview. The child, provided a blindfolded doll, is asked whether the doll is easy to see or hard to see and is requested to make the doll easy/hard to see. Depending on the nature of this response, the subject is then asked why the doll was initially easy/hard to see, what the subject had done to make the doll easier/harder to see, and why his action made the doll easier/harder to see. The second construction tested was termed *Promise* and occupied five minutes of interview time. The experimenter first established that the child knew the meaning of promise. The subject was then asked to identify two dolls placed before him (Bozo and Donald Duck), to manipulate the dolls ("Make Bozo hop up and down"), and finally to respond to test sentences ("Donald promises Bozo to lie down. Have

12 him lie down."). Construction three, *Ask/Tell,* required fifteen minutes of interview time. The task involved two children playing games with objects on a table, including play foods, cartoon figures, and art materials. After an introductory series of commands and questions, subjects were administered test constructions like "Ask x what color to make the circle" and "Tell x how many pencils there are here." The final ten minutes of the interview tested *Pronominalization.* Figures of Mickey Mouse and Pluto Pup were first identified by the subjects. Fifteen test sentences followed a series of practice exercises. Sample test sentences include:

Pluto thinks he knows everything.
Pluto thinks that *who* knows everything?
He found out that Mickey won the race.
Who found out?
And who won the race?

Validity, Reliability, and Normative Data:

Data were collected from 22 boys and 18 girls, eight each from grades kindergarten through four. Subjects were from a predominantly middle-class Newton, Massachusetts, school but represented, to the extent possible, a cross section in terms of background and ability. The author correlated the results from the four constructions tested and pointed out general trends suggested by the data.

Ordering Information:

EDRS (ED 045 626)

Related Documents:

Chomsky, C. *The Acquisition of Syntax in Children from 5 to 10.* Cambridge, Mass.: The M.I.T. Press, 1969. (ED 045 626)

Chomsky, C. *Linguistic Development in Children from 6 to 10. Final Report.* Radcliffe Institute, Grant No. OEG-1-9-090055-0114(010), United States Office of Education, Bureau of Research, 1971.

Category: Language Development 13

Title: Linguistic Structures Repetition Test

Author: Carol J. Fisher

Age Range: Primary

Description of Instrument:

Purpose: To measure the acquisition of syntactic structures in kindergarten, first-, and second-grade children.

Date of Construction: 1972

Physical Description: The test, which takes ten to fifteen minutes to administer, permits the examination of specific linguistic structures which appear to be acquired during the early elementary school years. A search of literature related to syntactic acquisition yielded the test items. Thirty-six sentences of equal length and consisting of words from a first-grade word list are used to examine fifteen structures. These structures include mass nouns, unmarked indirect objects, comparative and superlative adjectives, irregular noun plurals, *have* used alone, introductory adverbs, introductory participial phrases, modals *might* and *dare*, coordinates *except* and *or*, unmarked adjective clauses, nominals, sentence pattern with a subject and a passive or copulative verb followed by a predicate nominative and another pattern, irregular past tense forms, the present perfect tense with *got*, and a sentence pattern with an expression of time followed by another pattern. The complete instrument is included below. A scoring guide is available through the ERIC system.

Instructions: Tell the child: "I am going to say some sentences out loud. Listen *very* carefully to me and then I want you to say just what I did." If he repeats it perfectly, mark it "c." If he cannot say it, do not repeat—mark it "x." If he changes it, mark it "o" and write the changes made.

1. Her father is principal and he can't come.
2. The hottest day is also the most fun.
3. Get doughnuts and two gallons of chocolate milk.
4. They have got to finish their pictures quickly.
5. Happy except tired, he won the last race.
6. He found the bicycle his brother had lost.
7. The drummer has a drum bigger than himself.
8. Quietly the small boy woke up his brother
9. Every recess she jumps rope and she swings.
10. Building nests in tall places, birds keep busy.
11. The first to get there wins the race.
12. Somebody passed the ball and he caught it.
13. That band has got to march behind us.
14. The teacher asked us to whisper not talk.

14

15. She chose the tiny kitten the boy wanted.
16. Santa Claus has some helpers and eight reindeer.
17. He didn't dare walk on the icy sidewalk.
18. My big sister wrote the soldier a letter.
19. That man is captain and he's our neighbor.
20. Racing is more exciting, but swimming is easier.
21. She bought tomatoes and two heads of lettuce.
22. Her mother said she has got to go.
23. Jumping or pushing are both dangerous in school.
24. The coat the man wore was dark blue.
25. I have the book that our teacher read.
26. Slowly and carefully, the truck driver backed up.
27. Saturday he stays home and he watches t.v.
28. Hopping and jumping, the kangaroo ran from us.
29. The last sometimes miss getting as many turns.
30. He runs home and yesterday he ran back.
31. We have got to clean up our desks.
32. He says he's a sadder but better man.
33. The puppy the boy chose had brown spots.
34. The two policemen drove behind the emergency squad.
35. His sister asked if she might go too.
36. My brother gave his friend a birthday present.

Validity, Reliability, and Normative Data:

Content validity rests with the instrument's derivation in psycholinguistic research and its reflection of an expected developmental trend. Mean scores for kindergarten (N = 132) were 15.88, for first grade (N = 113) 20.02, and for second grade (N = 140) 22.55. Multivariate analysis of variance revealed significant differences between grade levels at the .001 level. The s-method developed by Scheffe was used to test comparisons of mean scores. The mean difference between kindergarten and first grade was significant at the .01 level. The mean difference between the first and second grade was significant at the .05 level. The reliability of the test was checked using chi square analysis by examining the scoring for each pair of sentences based on the same structure from a randomly selected sample of ten tests at each grade level. This analysis revealed significant differences beyond the .001 level.

Ordering Information:

EDRS (ED 091 746)

Related Documents:

Fisher, C. J. "The Influence of Children's Literature and Oral Discussion in Developing Oral Language in Kindergarten, First, and Second Grade Children." Dissertation, The Ohio State University, 1972.

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Category: Language Development

Title: The Imitation-Comprehension-Production Test (ICP)

Authors: Colin Fraser, Ursula Bellugi, and Roger Brown

Age Range: Pre-School

Description of Instrument:

Purpose: To determine whether as language develops particular utterances or features of an utterance are ordinarily understood before the same utterances or features are produced.

Date of Construction: 1963

Physical Description: The instrument consists of ten different grammatical contrasts, called problems. Each problem includes two utterances which are identical except for some grammatical feature. Line drawings, as below, illustrate each contrast.

Fig. 1. Pictures illustrating a grammatical contrast. Left, "The sheep is jumping"; right, "The sheep are jumping."

The ten grammatical contrasts, sample utterances for each, and scoring criteria follow. Contrast selection was based on the possibility for pictorial representation and the results of previous research which indicated that complete productive mastery of the contrasts involved was not common in children before about four years of age.

Practice items

The girl with the big hat.	The boy with the blue belt.
The girl playing with the doll.	The bunny eating the carrot.
The cat with the brown face.	The dog with the black tail.
The boy playing with the truck.	The mouse eating the cracker.

1. Mass noun/Count noun.
   Utterances: Some mog/A dap.
   Some pim/A ked.
   Scoring: *Some/A* + any nonsense syllables or appropriate English words.

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2. Singular/Plural, marked by inflections.
   Utterances: The boy draws/The boys draw.
   The kitten plays/The kittens play.
   Scoring: Noun without inflection and verb with *-s*/Noun with *-s* and verb without inflection.

3. Singular/Plural, marked by *is* and *are*.
   Utterances: The deer is running/The deer are running.
   The sheep is eating/The sheep are eating.
   Scoring: *Is/Are*

4. Present progressive tense/Past tense.
   Utterances: The paint is spilling/The paint spilled.
   The boy is jumping/The boy jumped.
   Scoring: *Is* and verb with *-ing*/No auxiliary and verb with *-d*.

5. Present progressive tense/Future tense.
   Utterances: The girl is drinking/The girl will drink.
   The baby is climbing/The baby will climb.
   Scoring: *Is* and verb with *-ing/Will* and verb without inflection.

6. Affirmative/Negative.
   Utterances: The girl is cooking/The girl is not cooking.
   The boy is sitting/The boy is not sitting.
   Scoring: Absence of *not*/Presence of *not*, + some assertion.

7. Singular/Plural, of 3rd-person possessive pronouns.
   Utterances: His wagon/Their wagon.
   Her dog/Their dog.
   Scoring: *His* or *her/Their*.

8. Subject/Object, in the active voice.
   Utterances: The train bumps the car/The car bumps the train.
   The mommy kisses the daddy/The daddy kisses the mommy.
   Scoring: $Noun_1$ + active form of verb + $noun_2$/$Noun_2$ + active form of verb + $noun_1$.

9. Subject/Object, in the passive voice.
   Utterances: The car is bumped by the train/The train is bumped by the car.
   The daddy is kissed by the mommy/The mommy is kissed by the daddy.
   Scoring: $Noun_1$ + verb + *d* + *by* + $noun_2$/$Noun_2$ + verb + *d* + *by* + $noun_1$.

10. Indirect object/Direct object.
    Utterances: The girl shows the cat the dog/The girl shows the dog the cat.
    The boy brings the fish the bird/The boy brings the bird the fish.
    Scoring: Any verb + $noun_1$ + $noun_2$/Any verb + $noun_2$ + $noun_1$.

During the two to three successive daily sessions typically required for ICP administration, twelve monolingual (English) subjects averaging 40 months old were required to complete three tasks per problem. The comprehension task (C) was operationalized as the correct identification of pictures named by contrasting sentences. Production was operationalized in two ways: (a) as the correct imitation (I) of contrasting features in sentences without evidence of understanding; and (b) as the correct production (P) of contrasting features in sentences applied appropriately to pictures.

Validity, Reliability, and Normative Data:

All nonsense syllables which were used were rated by adults for ease of pronunciation. Written and taped records were made of all test sessions. Each subject was involved in a warm-up talk session about a picture book. Two scorers independently processed all of the data. They agreed on 99% of the total number of items. Even with the restricted age range represented (37 to 43 months), there was a correlation between age and total score: $p = 0.48$, p slightly above 0.05. The six girls did somewhat better than the six boys, but the difference was not significant. Spearman rank correlations for the difficulty of problems from task to task are: $p_{IC} = 0.64$ ($p < 0.05$); $p_{CP} = 0.72$ ($p < 0.05$); $p_{IP} = 0.68$ ($p < 0.05$). Groups by task analysis of variance showed that there were significant differences among the tasks ($F = 16.05$, $df - 2/30$, $p < 0.01$). T-tests between pairs of tasks (IC, CP, and IP) indicated that all were significant with $p < 0.01$. The mean number of correct responses of subjects on I was 13.83; on C, 10.08; and on P, 4.75. Grammatical problems ranked in order of increasing total difficulty were: affirmative/negative, singular/plural of third person possessive pronouns, subject/objective in active voice, present progressive tense/future tense, singular/plural marked by *is* and *are*, present progressive tense/past tense, mass noun/count noun, singular/plural marked by inflections, subject/object in passive voice, and indirect object/direct object.

Ordering Information:

EDRS (ED 097 717)

Related Documents:

Fraser, C.; Bellugi, U.; and Brown, R. "Control of Grammar in Imitation, Comprehension, and Production." *Journal of Verbal Learning and Verbal Behavior* 2 (1963): 121-135.

Bierly, M. "A Validation of a Method of Assessing Young Children's Language Competence." Paper presented at the meeting of the American Educational Research Association, New York, February 1971. (ED 051 289)

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18 **Category**: Language Development

Title: The Test of Cognition

Author: Estelle L. Fryburg

Age Range: Primary

Description of Instrument:

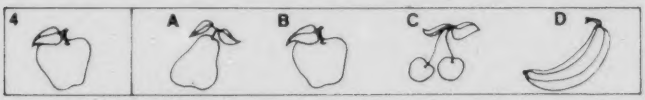
Purpose: To evaluate a child's receptive and expressive language ability.

Date of Construction: 1972

Physical Description: The development of the test rests upon the belief that all beginning school instruction is dependent upon the child's ability to derive meaning from and respond to the oral language of the teacher. The author anticipates that the instrument will contribute to present knowledge concerning the language development of both standard and nonstandard English speakers, explore the relationships of language development to reading achievement, provide a description of the language-reading relationship observed among middle- and lower-class children of normal and retarded intellectual development, and serve as a diagnostic procedure to detect and prevent reading difficulties. The test is individually administered in approximately 30 minutes. A separate sitting is recommended for each of the four subtests related to auditory perception, visual perception, syntactic patterning, and drawing. A content outline with illustrative items follows:

I. Auditory Perception
   A. Perception of Minimal Pairs
      1. Recognition of Vowel Differences (pin-pen)
      2. Recognition of Differences between Initial and Final Paired Consonants (three-free)
      3. Comparison of Medial Consonants (meshing-messing)
   B. Repetition of Auditory Stimuli
      1. Digits (4 - 7 - 3)
      2. Nonsense Syllables (tepper)
      3. Words (valley)
      4. Phrases (a glass of milk)
      5. Sentences (She has five cents to spend.)

II. Visual Perception
   A. Similarities



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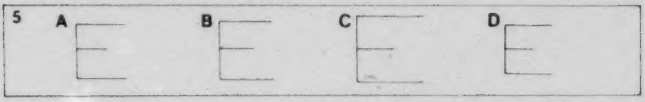
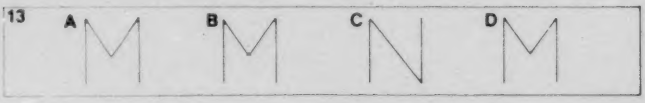
B. Differences

("Which one is the *smallest*?")



("Which one does not belong?")

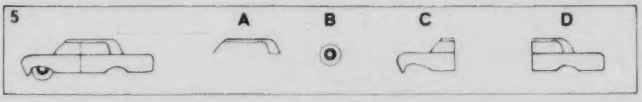
("Which one does not look like the others?")



C. Numerical Analogies

("Which one has the same number?")

D. Missing Parts



E. Visual Perception of Words

("Show me the group of letters that is a word.")

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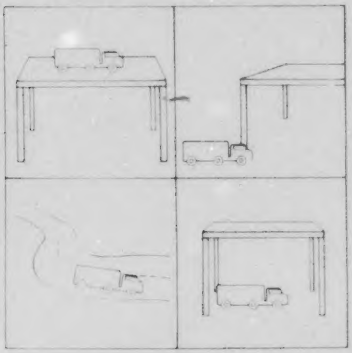
20 III. Auditory and Visual Perception - Syntactic Screening

A. Receptive

Say to the pupil: I am going to tell you about some pictures I shall show you. (Say a sentence for each picture, e.g., The man has a ball.) Point to the picture I tell you about. (Say one sentence at a time, as the child indicates which picture is being referred to.) Demonstrate all the receptive pictures first. The asterisk which follows one of the sentences in each pair should be elicited first from the child.

Score: 1 for each correct indication, 2 if both are correct.

1. The truck is on the table. ____
   The truck is under the table.* ____



2. The girl is standing.* ____
   The girl is not standing. ____
3. The girl sees the boy. ____
   The girl sees the boys.* ____
4. The dog sees himself.* ____
   The dog sees the shelf. ____
5. The wagon hits the train. ____
   The train hits the wagon.* ____
6. This is a mother bird.* ____
   This is Mother's bird. ____
7. The boy walked. ____
   The boy walks.* ____
8. Has John finished lunch?* ____
   John has finished lunch. ____
9. This is my coat.* ____
   That is my coat. ____
10. The man shows the boy the dog. ____
    The man shows the dog the boy.* ____

B. Expressive

Say to the pupil: Now I shall tell you about some other pictures, and when I point to the picture, you will tell me what I told you about the picture. (Say each of the sentences. Then the sentence with the asterisk is elicited from the child first. The examiner points to the picture, and the child tells about the picture.)

Score: 1 for each correct repetition, 2 if both sentences are correct. No errors. Errors include omissions, substitutions, additions, changes in words or in order of words, but *not* contractions, e.g., we're for we are.

1. The boy is drinking.* _____
   The boy is not drinking. _____
2. The ball is behind the chair. _____
   The ball is under the chair.* _____
3. The dog chases the cat.* _____
   The cat chases the dog. _____
4. The cat sees the bird. _____
   The cat sees the birds.* _____
5. The man washes himself.* _____
   The man washes the shelf. _____
6. This is a baby elephant. _____
   This is Baby's elephant.* _____
7. The girl skipped.* _____
   The girl skips. _____
8. The book is on the shelf. _____
   Is the book on the shelf?* _____
9. That is my ball.* _____
   This is my ball. _____
10. The mother brings the brother the sister.* _____
    The mother brings the sister the brother. _____

IV. Visual - Kinesthetic

A. Drawing Figures (Circle)

B. Human Figure Drawing

Validity, Reliability, and Normative Data:

The instrument was piloted with lower- and middle-socioeconomic-class boys and girls in regular New York City public school classrooms. It was also used with seventh, eighth, and ninth grade reading disabled children of mixed socioeconomic levels at a university reading clinic. Elementary and secondary children identified as socially maladjusted and emotionally disturbed who were in special education programs were also administered the test. In regular classes in the public school, the instrument discriminated between children who gave evidence of learning disability and children who were progressing in normal

22 patterns. At the learning disabilities clinic, the instrument was able to indicate specific areas of weakness. When teaching was directed to strengthen these areas, progress was evidenced. A scoring guide, a literature review, and a description of data analyses now in progress related to content validity, construct validity, and reliability are available through the ERIC system.

Ordering Information:

EDRS (ED 091 766)

Related Documents:

This test is currently under revision by Dr. Estelle L. Fryburg, Manhatten College, Manhatten College Parkway, Riverdale, N. Y. 10471.

Category: Language Development

Title: Linguistic Ability Measurement Program (LAT)

Authors: Lester S. Golub and Wayne C. Fredrick

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose: To test linguistic structures in the English language. The test is not intended to measure correctness of usage; it is a test designed to analyze the child's psycholinguistic ability.

Date of Construction: 1970

Physical Description: Psycholinguistic abilities are defined as those which seem to be the result of an intuitive aspect of language development. Specific concerns are with the recognition and manipulation of phonemes, morphemes, words, form-classes, word function, sentence constituents, and sentences. The LAT consists of 148 items grouped into fifteen sections, each testing a specific psycholinguistic ability:

1. To evaluate syntax holding the meaning constant.
2. To distinguish probable English grapheme clusters from improbable English grapheme clusters.
3. To determine pronoun referents.
4. To recognize a word in the subject's lexicon, given a clue from more or less predictable phoneme-grapheme correspondences.
5. To transform a given English sentence to a synonomous sentence by changing word order and not introducing new content words.
6. To recognize morphemes as roots, prefixes, and suffixes.
7. To recognize form-class and function-class slots (positions) in sentences.
8. To use the deletion transformation.
9. To recognize the phoneme equivalents of various English graphemes and grapheme clusters.
10. To recognize the structures of various questions in order to produce the appropriate response structures.
11. To embed one base sentence in another base sentence to produce a well-formed transform sentence.
12. To distinguish well-formed English sentences.
    To recognize logical meaning relationships between elements of a sentence.
13. To properly expand the transformational auxiliary of the verb phrase.
14. To use unpredictable and rare orthographic patterns in spelling English words.
15. To determine vowel and consonant letter frequency in English.
    To determine function-word frequency in English sentences.

24 The test requires approximately 1½ hours to administer. All directions and some questions are tape-recorded to avoid possible reading problems and to provide uniform pacing for all respondents. Question types include two-choice, multiple-choice, matching and rating. Illustrative items for each subject follow:

Section 1 - Mark with an x the sentence you think is better.

1. ____ The car of the man is in the lot.
   ____ The man's car is in the lot.

Section 2 - Mark each item 1, 2, 3 or 4 as follows:

1. Could easily be an English word.
2. Like English but not as close as 1.
3. Pretty far from "real" English.
4. Could never be an English word.

10. ____ rimmel
11. ____ cdaepm

Section 3 - Choose the word that the underlined word refers to.

28. A man can get a cold and be very sick unless he treats it promptly and rests.
    a. man
    b. cold
    c. sick
    d. he
    e. rests

Section 4 - Find a word in list 1 that means about the same as a word in list 2.

1. pepl	38. ____ simbl
2. dowt	39. ____ phyt
3. rgumnt	40. ____ unsrtn
4. mblm	41. ____ nsekt
5. sidr	42. ____ xsytd
6. egr	
7. betl	

Section 5 - Make a new sentence which has the same meaning as the given sentence.

43. Not until after lunch did Mary help me.
    Mary _____ .

1.	h	m	a	l			
2.	d	n	h	m	a	l	
3.	d	n	h	m	u	a	l
4	h	m	o	a	l	n	u

Section 6 - Put a *P* before the prefixes, *RW* before the root words, and *S* before the suffixes.

51. ____ un
52. ____ ly
54. ____ read

Section 7 - Which letter in the second sentence is used in the same way as the underlined part in the first sentence.

67. ____ He saw the sign but didn't stop.
You may do the dishes or take out the garbage.
a b c d

Section 8 - Which word(s) could be left out without changing the meaning of the sentence.

77. ____ I hope that you are a friend.
a b c d

Section 9 - Select the word whose underlined part sounds most like the underlined part of the first word.

85. jug a. finger b. danger c. charge d. shut

Section 10 - Match the letter of the correct nonsense answer with each nonsense question.

94. ____ What did the klib hinkle?
B. The klib hinkled a snafrat.

Section 11 - Put an x before the sentence that combines the shorter sentences in the best way.

102. The lady's tire is flat.
The policeman is helping the lady.
____ A. The policeman whose tire is flat is helping the lady.
____ B. The policeman is helping the lady whose tire is flat.
____ C. The lady is being helped by the policeman whose tire is flat.

Section 12 - Circle the letter of the answer which is the best way to complete the sentence.

105. There is _____.
a. my desk, please.
b. some boys and girls.
c. more than ten people.
d. something to do.

Section 13 - Mark the items that fit in the sentence with a Y (for Yes) and the ones that don't fit with an N (for No).

We _____ to the game.
117. ____ went
118. ____ were
119. ____ be

Section 14 - Circle the number of the best answer.

137. How would you spell *door* using the spellings for the *d* sound in *butter*, and the *oor* sound in *more*?
1. te 2. utol 3. bre 4. ttore

26 Section 15 · Circle the one letter that you think is *used most often* in writing.

141. a e i o u

Circle the one word that you think appears most often in writing.

147. and the be for I

Validity, Reliability, and Normative Data:

LAT was field tested using 211 fourth and sixth grade subjects, 107 boys and 104 girls. Hoyt internal consistency reliability coefficients were .932 for fourth grade and .948 for sixth grade. Eleven subtests showed Hoyt R's above .60. Of 179 weighted options, 95 showed a significant biserial correlation at fourth grade, and 114 were significant at sixth grade. Tables are available which present the difficulty of each item. The fourth grade mean total score was 153.68, with a standard deviation of 39.34 points. Sixth graders showed a mean score of 184.91 points, with a standard deviation of 42.50 points. The fourth and sixth grade means were significantly different, but the variance ratio of the two grades did not produce a significant F-ratio. Subtests 3, 5, 6, 7, 10 and 12 are recommended as appropriate for the diagnosis of specific abilities because of their high internal consistency and significant performance increase from fourth to sixth grades. Within the cells defined by grade and sex, nearly 60% of the variance was common to both Otis IQ and LAT scores.

Ordering Information:

EDRS (ED 040 401)

Related Documents:

Fredrick, W.C.; Golub, L.S.; and Johnson, S.L. *Analysis of the Linguistic Ability Test, Grades 4 and 6.* Technical Report No. 121. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison. Contract No. OEC 5-10-154, United States Office of Education, March 1970. (ED 040 401)

Golub, L.S., and Fredrick, W.C. *Linguistic Structures in the Discourse of Fourth and Sixth Graders.* Technical Report No. 166. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison. Contract No. OEC 5-10-154, United States Office of Education, July 1971. (ED 058 322)

Category: Language Development

Title: Schema for Testing Language Arts Concept Attainment

Authors: L.S. Golub, W.C. Fredrick, N.J. Nelson, D.A. Frayer, and M.L. Harris

Age Range: Intermediate

Description of Instrument:

Purpose: To test achievement of basic English language arts concepts appropriate to and generally taught at the fourth grade level.

Date of Construction: 1971

Physical Description: Only classificatory concepts—those with readily specifiable properties or attributes—comprise the test. Six current textbook series were searched in order to yield thirty concepts. Three areas were identified which appeared to include the majority of concepts: (1) *Words* contains the concepts related to letters, letter sounds, word parts, word types, and word meanings. (2) *Words in Sentences* contains the concepts of parts of speech, sentence punctuation, types of sentences, and word function. (3) *Connected Discourse* includes the concepts of paragraphing, sentence function, and letter writing. A total of 355 multiple-choice items were developed; in most cases twelve items appear on the test for each of twelve types of tasks considered to be tests of concept attainment (see examples). Classificatory concepts in the area of *Words* include abbreviation, compound word, consonant, contraction, homonym, short vowel, silent letter, suffix, synonym, and word. Concepts related to *Words in Sentences* are adjective, helping verb, period, possessive noun, predicate, present tense, pronoun, question mark, sentence, and verb. *Connected Discourse* concepts are comparison, details, explanation, greeting, heading, paragraph, return address, thank you letter, title, and topic sentence. Illustrative items for possessive nouns include the following (asterisks indicate correct responses):

Type 2 Task:

"The man's dog ran away." In this sentence, *man's dog* shows:

a. letters left out
*b. ownership
c. a compound word
d. plural form

Type 10 Task:

A possessive noun is a kind of:

*a. part of speech
b. word ending
c. sentence
d. end punctuation

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TWELVE TASKS THAT TEST ASPECTS OF CONCEPT ATTAINMENT

Level	Given the . . .	the student can select the . . .	Prototype of Item Stem
1	Name of an attribute	Example of the attribute	Which is (name of an attribute)?
2	Example of an attribute	Name of the attribute	(Example of an attribute) is an example of:
3	Name of a concept	Example of the concept	Which of these is (name of concept)?
4	Name of a concept	Non-example of the concept	Which of these is *NOT* (name of concept)?
5	Example of a concept	Name of the concept	(Example of concept) is an example of:
6	Name of a concept	Name of the relevant attribute of the concept	What is *always* true about (name of concept)?
7	Name of a concept	Name of the irrelevant attribute of the concept	What is *NOT* always true about (name of concept)?
8	Definition of a concept	Name of the concept	(Definition) is called:
9	Name of a concept	Definition of the concept	What is the meaning of (name of concept)?
10	Name of a concept	Name of the supraordinate concept	(Name of concept) is a kind of/use of/part of:
11	Name of a concept	Name of the subordinate concept	Which of these is a kind of/use of/part of (name of concept)?
12	Names of two concepts	Statement which relates the two concepts	Which is true about (name of concept) and (another concept)?

Type 11 Task:

Which of these can be a kind of possessive noun?

a. a suffix
b. an adjective
c. a verb
*d. a plural word

Validity, Reliability, and Normative Data:

Content validity was assured by having two persons classify five random sets of 72 items according to content and task. The test was administered during five, two-hour testing sessions to 186 boys and 259 girls who were just beginning the sixth grade. Groups of 30 students used machine-read answer sheets. Reliability estimates for the thirty concepts ranged from .47 to .80. Hoyt reliabilities ranged from .72 to .89. Factor analysis techniques were applied to the mean scores for boys and girls on the 355 test items in order to determine: (1) the intercorrelation of English language arts concepts, boys; (2) the intercorrelation of language arts concepts, girls; (3) the intercorrelation of language arts tasks, boys; and (4) the intercorrelation of language arts tasks, girls. The major conclusion drawn from the factor analysis of language arts concepts is that all thirty concepts are measures of a single functional relationship existing among concepts. This relationship is termed "Attainable Language Competence" and is described as the knowledge about the English language which a child learns either through intuitive processes or through instructional processes. The main conclusion drawn from the factor analysis of the intercorrelation of the twelve concept attainment tasks is that all are a measure of an underlying ability labeled "Language Processing Ability" and described as a person's ability to think about language as a human, mentalistic activity. No interaction was found between concepts and tasks. They are, therefore, regarded by the authors as two independent learning modes.

Ordering Information:

EDRS (ED 068 960)

Related Documents:

Frayer, D. A.; Fredrick, W. C.; and Klausmeier, H. J. *A Scheme for Testing the Level of Concept Mastery.* Working Paper No. 16. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, 1969.

Golub, L. S.; Fredrick, W. C.; and Harris, M. L. *Measuring Language Arts Concept Attainment: Boys and Girls.* Technical Report No. 199. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison. Contract No. OEC 5-10-154, United States Office of Education, November 1971. (ED 065 894)

30 Golub, L. S.; Fredrick, W. C.; and Nelson, N. J. *Items to Test Level of Attainment of Language Arts Concepts by Intermediate Grade Children.* Working Paper No. 60. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, November 1971. (ED 068 960)

Golub, L. S.; Fredrick, W. C.; Nelson, N. J.; and Frayer, D. A. *Selection and Analysis of Language Arts Concepts for Inclusion in Tests of Concept Attainment.* Working Paper No. 59. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, November 1971.

Harris, M. L., and Golub, L. S. *An Analysis of Content and Task Dimensions of Language Arts Items Designed to Measure Level of Concept Attainment.* Technical Report No. 200. Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, November 1971.

Category: Language Development

31

Title: Noun Plural Development Test

Author: Stephen M. Koziol, Jr.

Age Range: Pre-School, Primary

Description of Instrument:

Purpose: To assess the ability to produce and recognize selected regular and irregular noun plural forms. Researchers may infer from the results the extent to which children have internalized the rules governing regular pluralization patterns.

Date of Construction: 1970

Physical Description: Noun pluralization in English is divided into rules for "regular" nouns and learned forms for "irregular" nouns. Fourteen noun pluralization patterns are included. Patterns one through four represent the four main patterns of the regular noun plural system and include the regular /-s/, the phonologically conditioned /-z/, the nonphonologically conditioned /-z/, and the regular /-z/. Patterns five through eight consist of polysyllabic words paralleling the monosyllabic words in patterns one through four. Pattern nine includes words which end in an /-st/ or /-sk/ cluster; pattern ten includes words ending in a consonant cluster in which the final phoneme is voiceless; pattern eleven includes words ending in a consonant cluster in which the final phoneme is voiced. From the wide variety of irregular words in English, three patterns were chosen. Pattern twelve includes real words which typically use a regular /-z/ allomorph after the final voiceless spirant /-f/ in the base word has been changed to its voiced counterpart. Nonsense words were included in this pattern in order to examine the extent to which a child over-generalized the irregular form to previously unencountered words of the same phonemic shape. Pattern thirteen includes real and nonsense words which indicate objects whose structure, at least in part, is double. With these words—e.g., *glasses, pants, pajamas*—the number of double units is usually indicated by the presence or absence of the plural allomorph in the phrase "pair of," which precedes the word. Thus, the singular-plural contrast would be indicated through "one pair of pants—two pairs of pants." The final pattern, pattern fourteen, includes only real words which typically form the plural through an intervocalic change. These "normal irregulars" include such contrasts as *foot-feet, tooth-teeth,* or *man-men.* Real words for each pattern were selected from the Rinsland list, according to a variety of criteria. Nonsense words were created for the first thirteen patterns. The complete list of 116 words follows:

	Pattern I	Pattern II	Pattern III	Pattern IV	
1.	top	club	bell	box	tox
2.	cat	bed	boy	glass	tass

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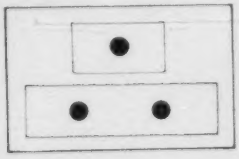
3.	book	dog	tree	nose	floze
4.	chief	cave	star	brush	clush
5.	blop	plub	gell	dish	mish
6.	gat	zed	noy	church	blurch
7.	trook	wog	cree	watch	gatch
8.	prief	lave	flar	cage	tage

	Pattern V	Pattern VI	Pattern VII	Pattern VIII
1.	envelope	bathtub	flower	necklace
2.	basket	airplane	apple	trapeze
3.	rabbit	chicken	baby	cabbage
4.	giraffe	wagon	umbrella	orange
5.	padelope	bachub	sloter	velbace
6.	jasket	atablane	jepple	baneze
7.	flabbit	ziken	traby	frebbage
8.	millaffe	shegon	tunella	gollange

	Pattern IX	Pattern X	Pattern XI
1.	nest	plant	arm
2.	post	heart	girl
3.	desk	fork	bird
4.	mask	pump	hand
5.	kest	crant	jarm
6.	zost	plart	mirl
7.	gesk	lork	lird
8.	nask	tump	rand

	Pattern XII	Pattern XIII	Pattern XIV
1.	wolf	pajamas	foot
2.	knife	pants	man
3.	leaf	pliers	mouse
4.	scarf	scissors	tooth
5.	sholf	panagas	
6.	rife	shants	
7.	heaf	nellers	
8.	glarf	fazors	

Test items were constructed so that the child would see two pictures on each test page: one picture contains a single figure or object and the other picture contains two of the same figure or object. A sample test page follows:



In the production task, the tester points to the picture of the singular figure at the top of the page and says, "In this picture you see one dot." Then, pointing to the bottom picture, the tester says, "In this picture you see two___." The procedure is reversed for singular response items. For the recognition task, the tester says the word in either its singular or plural form and then asks the child to point to the picture on the page which best "fits" with the word he said. The test is administered in three sessions.

Validity, Reliability, and Normative Data:

Content validity was established through linguistic analysis. No reliability estimates are available. Normative data concern white, middle-class, native speakers of English in grades kindergarten through three.

Ordering Information:

EDRS (ED 091 718)

Related Documents:

Koziol, S. M. "An Analysis of the Development of Noun Plural Rules in the Primary Grades." Dissertation, Stanford University, 1970.

34 **Category**: Language Development/Standard English as a Second Language or Dialect

Title: Semantic Differential Scales for Use with Inner-City Pupils

Author: Thomas C. McNamara, James E. Ayrer, and Irvin J. Farber

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose: To provide a quantified estimate of the extent of meaning of a concept held by a respondent, using language patterns familiar to the respondent.

Date of Construction: 1972

Physical Description: Instrument development rested upon the belief that in order to use the Semantic Differential properly, scales must be based on the population with which they are to be used. Attention is directed to Osgood's[1] study of college undergraduates and to Di-Vesta's[2] study of suburban middle-class pupils in grades 2-6. This investigation of primarily lower-class pupils in grades 4, 6, 7, and 8 was carried out in two parts. In the first part, the focus was on obtaining a set of adjectives used by the population of interest. Fifty-one nouns typical of the things pupils meet in their daily lives were used to elicit in writing from 861 pupils as many words as they wished which could be used to tell about each of the stimulus words. The yield was 1,300 adjectives, of which 87 were selected according to a frequency criterion. In part two of the investigation a second sample of 65 pupils was asked during individual interviews to provide opposites for the 87 adjectives. Seventy-one scales were developed. Twenty-five of them have appeared on previous semantic differential lists. With the remainder the authors see important differences related to (1) the scales left out and (2) what pupils perceive as the opposite in many of the scales. They therefore conclude that their list may seem more appropriate with the target population.

List of Seventy-One Scales

Weak-Strong*	Brave-Cowardly . . (0)	Dull-Colorful.
Cold-Hot*	Loud-Soft . . (0)	Dull-Bright.
Good-Bad*	Cold-Warm.	Loud-Quiet.
Fast-Slow*	Fat-Skinny.	Awful-Wonderful.
Soft-Hard*	Strict-Nice.	Awful-Good.
Long-Short*	Mean-Nice.	Fat-Thin.
Dull-Sharp*	Easy-Hard.	Angry-Happy.
Rough-Smooth*	Yellow-Green.	Wide-Thin.

[1] C.E. Osgood, G.J. Suci, and P.H. Tannenbaum. *The Measurement of Meaning* (Urbana: University of Illinois Press, 1957).

[2] F. DiVesta. "Developmental Patterns in the Use of Modifiers as Modes of Conceptualization," *Child Development* 36 (1965): 185-213.

Sweet-Sour*	Blue-Green.	Unnecessary-Necessary.
Black-White . .(0)	Male-Female.	Warm-Cool.
Beautiful-Ugly..(0)	Rough-Gentle.	Comfortable-Uncomfortable.
Red-Blue..(D)	Rough-Soft.	Dangerous-Safe.
Round-Square..(D)	Boring-Exciting.	Healthy-Unhealthy.
Big-Little..(D)	Dull-Exciting.	Healthy-Sick.
Clean-Dirty..(0)	Uninteresting-Interesting.	Muscular-Weak.
New-Old..(D)	Interesting-Dull.	Noisy-Quiet.
Small-Large..(0)	Boring-Interesting.	Loving-Hating.
Sad-Happy..(0)	Tall-Short.	Brave-Scared.
Ugly-Pretty..(D)	Big-Small.	Huge-Tiny.
Awful-Nice..(0)	Intelligent-Dumb.	Huge-Small.
Wide-Narrow..(0)	Smart-Dumb.	Ugly-Handsome.
Young-Old..(0)	Smart-Stupid.	Ugly-Cute.
High-Low..(0)	Kind-Mean.	Friendly-Unfriendly.
Bright-Dark..(D)	Kind-Unkind.	

*Appears in DiVesta's (1966) and Osgood's (1957) Lists.
.Appears only in this study.
..Appears in DiVesta's or Osgood's Lists.
(Initials indicate which.)

Validity, Reliability, and Normative Data:

None available.

Ordering Information:

EDRS (ED 064 374)

Related Documents:

McNamara, T. C.; Ayrer, J. E.; and Farber, I. J. "Development of Semantic Differential Scales for Use with Inner-City Pupils." Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1972. (ED 064 374)

36 **Category**: Language Development

Title: A Test of Sentence Meaning (ATSM)

Author: Albert D. Marcus

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose: ATSM is a diagnostic instrument designed to measure the level of understanding of literal meaning attained by students in grades 5 through 8, through the use of syntactic clues within written standard English sentences.

Date of Construction: 1968

Physical Description: This silent reading test reveals a student's strengths and weaknesses in syntactic knowledge and thus helps the teacher plan a program of instruction in the needed specific syntactic skills. The student's ability to understand selected aspects of Nelson Frances's four basic types of syntactic structures is measured. Of the five means, according to Frances, by which grammatical meaning is indicated, the instrument employs word order, function words, inflections, and derivational contrast, but excludes prosody. The Frances version of structural grammar was used to isolate the types of syntactic structures to be selected for testing. Test items for the specific skills utilized the theory of transformational-generative grammar in order to factor sentences into their underlying kernels, and in order to compare transformations with equivalent meanings. Lexical content and internal punctuation of sentences within the test items were controlled to insure familiarity. Research in readability and writings by linguists were investigated for clues to the types of grammatical constructions that might cause problems in reading comprehension. A list of seventeen types of grammatical structures that appeared to be representative of basic English syntactic structures and that were adaptable to a multiple-choice question format were ultimately selected:

I. *Structures of Modification:*
   - prepositional phrase as noun, verb, or sentence modifier
   - complex sentence where relative clause modifies subject
   - complex sentence where relative clause modifies object
   - complex sentence where relative clause modifies object of preposition
   - complex sentence with two relative clauses

II. *Structures of Predication:*
   - passive voice in simple sentence
   - passive voice in complex sentence where relative clause contains passive
   - recognition of transformations of nominalizations into active verbs

III. *Structures of Complementation:*
direct object/indirect object sequence
direct object/objective complement sequence
subjective complement embedded as modifier

IV. *Structures of Coordination:*
sentence with coordination of phases
sentence with coordination of subordinate clauses
sentence with coordination of independent clauses
elliptical structures of coordination

V. *Combinations of Structures:*
included clauses as modifiers, subjects, or complements
combinations of structures

The ability to discriminate between sentence structures that had the same or different meanings was used as the underlying principle for developing the format of the test items. In arriving at the correct answer the student has to differentiate between the choices that give a different meaning and those which give the same meaning, wholly or in part. Four types of multiple-choice items were derived from this principle:

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1. *Directions:* Choose the one sentence that has the same meaning as the underlined sentence.
   The man gave the boy a puppy.
   a. The man gave away the boy's puppy.
   b. The man gave a puppy to the boy.
   c. The boy gave a puppy to the man.
   d. The man gave a puppy away for the boy.

2. *Directions:* Three of the four sentences below have the same meaning. Choose the one sentence that has a *different* meaning.
   a. Mother gave the baby the bottle.
   b. The baby was given the bottle by mother.
   c. The baby gave mother the bottle.
   d. The bottle was given to the baby by mother.

3. *Directions:* The underlined sentence can be made into smaller sentences. Choose *two* sentences that say something true about the underlined sentence.
   Mary saw the boy who ate the pie.
   a. The boy saw Mary eat the pie.
   b. The boy ate the pie.
   c. The boy saw Mary.
   d. Mary ate the pie.
   e. Mary saw the boy.

4. *Directions:* Choose the *two* sentences that combine to give the complete meaning of the underlined sentence.
   Bob and Don ate the bread and jelly.

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a. Bob and Don ate the bread.
b. Bob ate the bread and jelly.
c. Don ate the bread.
d. Bob and Don ate the jelly.
e. Don ate the jelly.

All possible choices, even distractors, are grammatical so as to produce a meaning-oriented test rather than a usage-oriented test. Depending on the number of items answered correctly, a student's knowledge of each skill is ranked good, fair, or poor. Students ranked *good* on a structure understand how it conveys meaning. Those ranked *fair* need a review, and students ranked *poor* need to be taught how the structure conveys meaning.

Validity, Reliability, and Normative Data:

To establish the content validity for ATSM the test items were submitted to three linguists who independently evaluated each item according to the following criteria: (1) Each item was to be in fact a structure of the type supposedly being tested. (2) All sentences within a test item were to be natural sentences such as might reasonably occur in normal discourse. (3) In test items designed to check the student's knowledge of kernel sentences within larger sentences, the denotative meaning of the "correct answers" was to be in accord with the denotative meaning of the lead sentence and the denotative meaning of each "incorrect answer" was not to be. (4) In test items designed to check the student's knowledge of transformations with equivalent meanings, the transformations were to denote equivalent meanings and the incorrect answers were to denote a different meaning.

The test was administered to 421 boys and girls from disadvantaged and middle-class area schools who were in grades 5 through 8 and who reached a 5.0 reading level on Huelsman's Word Discrimination Test. Reliability coefficients using the Kuder-Richardson Formula 20 were computed for all 102 items for each of the four grades, and for the total test sample. Coefficients ranged from .95 for grade five to .89 for grade eight. Lending further support for the validity of the instrument was a confirmation of the general expectation that students at higher grade levels would achieve higher scores on the total test and on each of the seventeen structures than students at lower grade levels.

Ordering Information:

EDRS (ED 091 734)

Related Documents:

Marcus, A. "The Development of a Diagnostic Test of Syntactic Meaning Clues in Reading." In *Diagnostic Viewpoints in Reading*, edited by R. E. Leibert. Newark, Del.: International Reading Association, 1970.

Marcus, A. "The Development of a Diagnostic Test of Syntactic Meaning Clues in Reading." New York University, 1968.

Category: Language Development

Title: Perception of Alternate Structures Test (PAST)

Author: Roy C. O'Donnell

Age Range: Junior High, Senior High

Description of Instrument:

Purpose: To measure awareness of syntactic structure without relying on grammatical terminology.

Date of Construction: 1973

Physical Description: PAST consists of thirty items of the three-option multiple-response type. Two sentences in each item are similar in underlying structure. Subjects are directed to indicate the one sentence in each item that is least like the other two in "meaning." Nonsense vocabulary is employed to encourage reliance on syntactic rather than lexical clues to structure. In the following example, the desired response is indicated by an asterisk:

a. The birtle scared the ilbid.
b. The ilbid was scared by the birtle.
*c. The ilbid scared the birtle.

Sentence *c* is least like the other two in "meaning," since the birtle does the scaring and the ilbid gets scared in both of the other two sentences. The final test item is more complex:

a. When a klennud that is slow follows a nerblan, what the barsun is can be seen by everyone.
b. Everyone can see what the barsun is when a klennud that is slow follows a nerblan.
c. When a klennud follows a nerblan that is slow, everyone can see what the barsun is.

Even though the nonsense words are meaningless, the syntactic clues are clear enough to establish the similarity of "meaning" for two sentences in each item. Of the thirty items on the test, two measure perception of active-passive alternatives, two measure indirect object-prepositional phrase options, six measure relative clause-reduced relative variations (prenominal adjective, participial phrase, and appositive), and two measure the adverbial clause-abridged adverbial alternates. Six items deal with noun clause-infinitive-gerund phrase variations, and the remainder of the items test various combinations of the options listed above.

Validity, Reliability, and Normative Data:

The test was administered to 87 ninth graders and 62 tenth graders at Banks County, Georgia, High School. The mean score was 13.28 (30

40 possible) for the ninth graders and 15.15 for the tenth graders. No attempt was made to establish anything other than face validity. Ninth-grade test scores were used in computing reliability and item analysis data. Test reliability (Kuder-Richardson Formula 20) was .816. Item difficulty ranged from .816 to .126, with a mean of .440. Point biserial correlations of individual items with total test score ranged from .582 to -.125. Reliability indices for individual items ranged from .277 to -.062. Detailed item analysis data are available through the ERIC system.

Ordering Information:

EDRS (ED 077 025)

Related Documents:

O'Donnell, R. C. *A Test of Perception of Syntactic Alternatives. Studies in Language Education, Report No. 2.* Athens: The University of Georgia, Department of Language Education, May 1973. (ED 077 025)

Category: Language Development

Title: Elicited Imitation

Authors: Dan I. Slobin and Charles A. Welsh

Age Range: Pre-School

Description of Instrument:

Purpose: Controlled elicited imitation is a technique to discover the child's underlying linguistic competence.

Date of Construction: 1967

Physical Description: "Elicited imitation" is a term applied to the description of a child's repetition of a model sentence presented in a context calling for imitation. Forty-four model sentences are uttered by an adult:

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1. The pencil is green.
2. Tigers can drink milk.
3. The little boy is eating some pink ice cream.
4. Mozart who cried came to my party.
5. The pencil *is* green.
6. We were hiding.
   We were hiding.
   We *were* hiding.
7. The boy is eating and crying.
8. *There* are the red beads.
9. Mark fell fell off the horse.
10. I *can can can* eat.
11. I *need need* the ball.
12. I need the ball ball.
13. Kitty were perking perking perking the ice cream.
14. Where where is kitty?
15. Mozart fell off off the table.
16. If you finish your eggs all up, Daddy, you can have your coffee.
    You can have coffee, Daddy, after you eat your eggs all up.
17. Tomorrow there will not be a long line.
18. This one is the giant, but this one is little.
19. The red beads are here and the brown beads are here.
20. The red beads and brown beads are here.
21. Mommy ate the candy and Mommy ate the ice cream.
22. The candy is marple. The shoe is marple.
23. The blue shoes and blue pencils are here.
24. Sue ate the candy and Mommy ate the ice cream.
25. The pencil and some paper are here.
26. Here is a brown brush and here is a comb.
27. Daddy is going to get some cookies and Daddy is going to get some juice.
28. Mozart got burned and the big shoe is here.

29. The batman got burned and the big shoe is here.
30. The bird ate the bread and jam.
    The bird ate the *bread* and jam.
    The bird ate the bread and flew away.
    The bird ate the jam and flew away.
31. The pussy eats bread and the pussy runs fast.
32. The owl eats candy and runs fast.
33. Mozart who cried came to my party.
34. The owl eats candy and the owl runs fast.
35. The owl who eats candy runs fast.
36. The man who I saw yesterday got wet.
37. The man who I say yesterday runs fast.
38. The boy the book hit was crying.
39. The house the boy hit was big.
40. The boy the chair hit was dirty.
41. The man the boy the book hit tore who.
42. Chomsky and Veritas are crying.
43. Ex post facto I see the quarter.
44. Cui Bono is the quarter.

Validity, Reliability, and Normative Data:

The following repetitions of the sentences listed above were elicited as part of a longitudinal study of the linguistic and cognitive development of one child, named "Echo."

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1. pencil green
2. tiger can drink milk
3. little boy eating some pink ice cream.
4. Mozart came to my party.
5. pencil . . . is green
6. we was hiding
   we was hiding
   we *were* hiding
7. boy *eating* nuh crying
8. there *are* red beads
9. Mark fell off a horse
10. I can eat
11. I need the ball
12. I need the ball ball
13. kitty was perking the ice cream
14. *where* kitty?
15. Mozart fell *off* the table
16. after you finish your eggs all up then you can have your coffee, Daddy
    after you eat your eggs all up . . . eat your eggs all up
17. won't be a long time
18. dis one little annat one big
19. brown beads are over here; red beads over there

20. brown beads here an' a red beads here
21. mommy eat the ice cream and mommy eat a candy
22. . . . shoe marple an' a candy marple
23. blue pencil are here and a blue pencil are here
24. mommy at the ice cream and mommy eat the ice cream
25. some pencil here and some paper here
26. here's a brown brush an' a comb
27. he gonna get some cookie and juice
28. Mozart got burned an-duh . . . big shoe got burned
29. big shoe is here and a big shoe is here
30. bird *ate* a jam
    bird ate the *jam* and jam
    bird ate . . . ate ate *ate*
    bird ate the jam and flew away
31. pussy eat bread and he run fast
32. owl eat candy . . . owl eat the candy and . . . he run fast
33. Mozart cried and he came to my party
34. owl eat candy and he run fast
35. owl eat a candy and he run fast
36. I saw the man and he got wet
37. I saw the man who run fast
    I saw the man and he run fast
38. boy the book was crying
39. boyhouse was big
40. boy hit the chair was dirty
41. boytheman tore the book who
42. Cynthia and Tasha . . . cry
43. eptah . . . quarter I see ekso . . . ekso, ekso, ekso, ekso
44. cui bona a quarter

Echo is a precocious first child of graduate student parents and has no siblings. One thousand elicited imitations were collected between the ages of two years, three months, two weeks and two years, five months, three weeks. In the early stages of the investigation the subject was explicity directed to imitate (e.g., "Can you say . . ." or "Say . . ."). Such instruction soon became superfluous. The authors believe that the careful examination and analysis of elicited imitations is a fruitful technique which can yield generalizations regarding psycholinguistic development.

Ordering Information:

EDRS (ED 012 892; ED 051 881)

Related Documents:

Slobin, D. I., and Welsh, C. A. "Elicited Imitation as a Research Tool in Developmental Psycholinguistics." (ED 012 892) Also in *Language Training in Early Childhood Education*, edited by C. S. Lavatelli. Champaign, Ill.: University of Illinois Press for the ERIC Clearinghouse on Early Childhood Education, 1971. (ED 051 881)

Listening

John S. Bowdidge
47 Cloze Listening Test

Carol K. Sigelman
49 Giving and Taking Directions

Category: Listening

Title: Cloze Listening Test

Author: John S. Bowdidge

Age Range: Junior High, Senior High

Description of Instrument:

Purpose: To measure recall of specific information, ability to grasp the thought of a passage as a whole, and ability to apply various contextual clues—all while listening to a passage of aural communication; to measure ability to apply the limited number of contrastive units which identify the word patterns and the grammatical structures of English as spoken in the United States.

Date of Construction: 1965; copyright 1967.

Physical Description: Each of the alternate forms of the cloze listening test (Form Lisbon and Form Waco) consists of an audio tape recording of approximately twenty minutes and a four-page response form containing numbered lines on which responses are to be written. Administration of the test begins with the playing of the tape which contains first a narration of a short fictional episode (approximately ten minutes in length). Following the story, several extracts, or samples, from the narrative are read again by the voice on the tape. Several words are omitted from each sample, and in place of each omitted word, a chime is heard. Subjects are instructed to write on their response forms (as they listen to the response section of the tape) each deleted word represented by the sounding of a chime. Forty percent of the narration is sampled in the response section of the tape. Selection of material for the samples and selection of *nouns* and *main verbs* to be deleted follow a pattern established by Taylor in 1957. For example, a sentence from the third sample of Form Lisbon follows:

The hostess, a tall, raven-haired beauty with long silver (*chime*) and a voice like a bass clarinet, (*chime*) Joe was (*chime*) way back in a corner where there was no (*chime*).

Validity, Reliability, and Normative Data:

Normative data were derived by administering forms of the test to 636 subjects in ten "runs." Raw scores ranged from 0 to 60 with a possible high of 68. Means for the norming runs ranged from 21.64 to 35.22. Validity is claimed for the test first through ten curriculum specialists having made the judgment that the test materials were measuring ability to listen discriminatively to informative content as defined by the four objectives of the test (summarized under "Purpose" above and formulated with the aid of Bloom's *Taxonomy*). With a sample of 107 subjects, scores on Form Lisbon correlated .72 with scores on the Brown-Carlsen Listening Comprehension Test, Form Am, Part E–

48 Lecture Comprehension. With a sample of 46 subjects, scores on Form Lisbon correlated .79 with IQ scores determined by the Terman-McNemar Test of Mental Ability, Form C. Reliability coefficients for the ten norming runs, computed through the Kuder-Richardson Formula 20, ranged from .83 to .96. With a sample of 83 subjects, scores on Form Lisbon correlated .92 with scores on Form Waco. With an additional sample of 130 subjects, correlation between the forms was .87. Both forms of the cloze listening test were administered to 1,089 high school students in a 1965 field experiment in which they served as pretest and posttest.

Ordering Information:

EDRS (ED 091 761)

Tapes for administering the alternate forms are available for $25.00 per set (Form Lisbon, Form Waco) with response forms available at nominal fee from the author at 2017 S. Oak Grove Avenue, Springfield, Mo. 65804.

Related Documents:

Bowdidge, J.S. "The Influence of Tape-Recorded Listening Lessons and 'Listening-Motivation' Bulletins upon the Listening Ability of High School Students." Dissertation, University of Missouri-Kansas City, 1967. Copyright 1967.

Taylor, W.L. "Cloze Readability Scores as Indices of Individual Differences in Comprehension and Attitude." *Journal of Applied Psychology* 41 (1957): 19-26.

Category: Listening

Title: Giving and Taking Directions

Author: Carol K. Sigelman

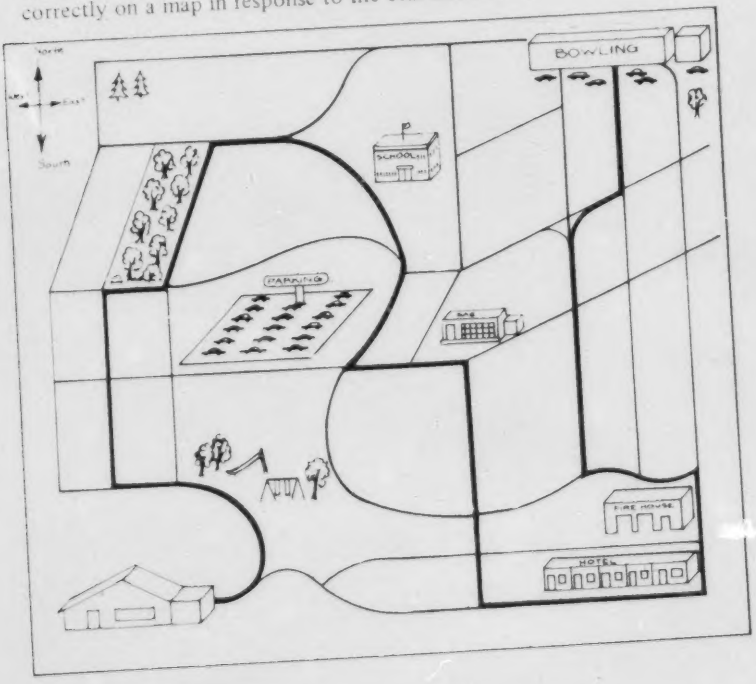
Age Range: Junior High, Senior High

Description of Instrument:

Purpose: To determine what kinds of communication barriers arise among high school students of divergent subcultural backgrounds when they give and follow directions on maps; to determine how low SES black and middle SES white listeners evaluate members of their own subcultural group, members of a different subcultural group, and speakers of Network English as communicators and as persons; to examine relationships between communication barriers and evaluative reactions to speech.

Date of Construction: 1972

Physical Description: This test consists of four maps, each with two sets of directions—one set produced by a black dialect speaker and read by a speaker of black dialect and a speaker of Network English, and one set produced by a speaker of Standard English and read by a speaker of Standard English and a speaker of Network English. The test is scored by the number of turns (minimum = 15) which the subjects mark correctly on a map in response to the oral directions.



Map 1: BWS Producer #1; P TOWN

Well, the first thing I tell him is to leave out the back door, and go around the curved street.
Pass the park with the swing and the slide
And it's a big tree.
You cross that street in front of the tree, and go down one block, and turn right.
Go up for two blocks in front of the row of trees.
Then you turn right.
One block . . . then you turn left.
Then you keep up the long street, and you turn right, up to this . . . right beside the school.
Then you turn left.
Come down for two blocks, and you'll be besides the parking lot.
O.K. When you get there, you go . . . you turn left, down by the gas station.
Keeping going two blocks until you meet the gas station, and then you go, go right, go right all the way down, past the motel.
And then you turn left again.
Go down far as you can go.
Turn up by the fire house.
That'll be left.
Keep down for two blocks, and then you turn right.
Keep straight for about two blocks, for two blocks.
Then turn at the fork in the road.
You curve to the right.
Then you stop at the next corner.
Then you turn left.
You keep straight to the bowling alley.

An evaluative reaction form accompanies the test and is completed by the listeners after each taped presentation. The form includes four items about the speaker's communication skills and four about his personal characteristics. A Home Background Survey about the listener and his family is also completed by each subject.

Validity, Reliability, and Normative Data:

No validity or reliability data are stated specifically for the test. The description of how the test was constructed tends to provide content validity. This discussion focuses on (1) the procurement of directions which were technically correct in terms of map turns, (2) the selection of suitable subjects for reading the transcripts, and (3) the selection of maps which were comparable in difficulty. Normative data are derived from 48 grade ten black students and 48 white students. Means and standard deviations for black and white listeners for each map are given.

Ordering Information:

EDRS (ED 091 728)

One reel containing the original directions given by 8 BWS and 8 WMS producers and two tapes containing the final 64 readings as they were presented to the listeners may be obtained by forwarding three blank reels (each ¼ inch x 1200 feet) to the author at Research and Training Center in Mental Retardation, Texas Tech. Univeristy, Box 4510, Lubbock, Texas 79409.

Related Documents:

Baldwin, T., and Garvey, C. *Studies in Convergent Communication: II. A Measure of Communication Accuracy.* Report No. 91. Baltimore, Md.: The Johns Hopkins University, Center for the Study of Social Organization of Schools, 1970.

Sigelman, C. K. "Giving and Taking Directions: Subcultural Communication Barriers and Evaluative Reactions to Speech." Dissertation, George Peabody College for Teachers, 1972.

Literature

Oliver Andresen
55 Literary Profundity Test

Mary H. Beaven
56 Questionnaire: Responses to Feminine Characters in Literature

LaVonn M. Benson
58 Describing and Evaluating Classroom Discussions of Poems

Carnegie Curriculum Study Center in English Staff
59 Literary Discernment Test

61 Literary Preference Questionnaire

Earl Foreman
63 Literary Appreciation of Adolescents

W.S. Harpin
65 Literary Discrimination Test

Alan Purves; International Association for the Evaluation of Educational Achievement, Committee for Literature
66 Achievement Measures (Understanding and Interpreting Short Stories)

68 Literary Transfer and Interest in Reading Literature

73 Response Preference Measure

Richard D. Rees, Dahrl M. Pedersen
75 *Poetic Evaluation Rating Scale

Carol Reich
77 Novel Reading Maturity Scale

Peter L. Sanders
80 Criteria for the Evaluation of Free-Response Interpretive Essays

*Ernest R. Wall
180 Topical Analysis of the Content of Literature Discussions

Robert Zais
81 Sophistication of Reading Interests Scale

*Reviewed in *Teacher Competency* section.

Category: Literature

Title: Literary Profundity Test (LPT)

Author: Oliver Andresen

Age Range: Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To assess the level of thematic "profundity" of a reader's response to short stories.

Date of Construction: 1968

Physical Description: The LPT consists of four very short stories, each with four endings representing one of the five levels in the Literary Profundity Scale: physical, mental, moral, psychological, and philosophical. The test-taker chooses the most profound of the four endings. The chart below indicates how the five-level scale could be used to classify a reader's response to *Gone with the Wind*.

(As applied to *Gone with the Wind* by Margaret Mitchell)

Physical plane: Reader is aware primarily only of the physical actions of the characters. Example: The battle scenes and burning of Atlanta.

Mental plane: Reader is aware of the physical and intellectual actions of the characters. Example: The machinations of Scarlet O'Hara.

Moral plane: Reader is aware of the physical and intellectual actions of the characters in the light of an ethical code. Example: Scarlet's endeavors to win the attentions of Ashley Wilkes.

Psychological plane: Reader is aware of the psychological forces influencing the characters' physical and intellectual actions in the light of an ethical code. Example: Scarlet's rebellion against the social mores of the Old South.

Philosophical plane: Reader is aware of the "universal truths" expounded by the author through the physical, intellectual, and ethical behavior of the characters under the influence of psychological forces. Example: The "pageant" of the decline of the way of life of the Old South.

Validity, Reliability, and Normative Data:

The validity of the LPT derives from judgments of nine experts about whether the four endings to each story were good examples of the profundity levels for which they had been written. On the final form of the measure there was complete agreement among the judges on each of the endings. From the results of tryouts with 41 high school students (grade level not specified) the split-halves coefficient of correlation was .76. The Kuder-Richardson Formula 30 reliability was .84.

Ordering Information:

EDRS (ED 091 751)

Related Documents:

Andresen, O. "The Significance of Profundity in Literary Appreciation." *Reading Research Quarterly* 5 (Fall 1969): 100-118.

56 **Category**: Literature

Title: Questionnaire: Responses to Feminine Characters in Literature (RFCL)

Author: Mary H. Beaven

Age Range: Senior High, Post-Secondary–Adult

Description of Instrument:

Purpose: To collect information on the effects of fiction on readers' behavior, on their identification with characters, and on their reactions to women in fiction.

Date of Construction: 1971

Physical Description: Besides answering *yes* or *no* on the RFCL to questions about their responses to fiction, readers are asked to list names of books and characters. The questionnaire would require about fifteen minutes to complete. It is included below in its entirety.

Circle one: School:
Male Female Year:

1. Every so often you will hear a person describing how a book has greatly changed his thinking or his behavior. Have any of the books you have read and discussed in an English class since sixth grade influenced you so that you can point to them as significantly changing your thinking or behavior? YES NO
2. If you answered yes to the above, name the book(s).
3. Have any of the books you have read on your own caused a distinct change in your thinking or behavior? YES NO
4. If you answered yes to question three, name the book(s).
5. List the five fictitious characters you most admire; consider all the reading you have done—both in and out of school.
6. A reader identifies with a particular character in a book when he envisions himself as that character. If the identification is strong, the reader will also interpret his own thinking and behavior in terms of the character with whom he identifies. Have you ever experienced a strong identification with any of the characters you have met in the literature you have read and discussed in an English class? YES NO
7. If you have answered yes to the above, name the character(s).
8. Have you ever experienced a strong identification with any of the characters you have met in books you have read on your own? YES NO
9. If you answered yes to question eight, name the character(s).
10. Consider the literature you have read about in English classes. What women have you admired in these readings?
11. GIRLS: What female character that you have read about in English class would you like to resemble? What female character that you

have read about in English class would you like to have as a mother?

12. BOYS: What female character that you have read about in English class would you like to have for a mother? What female character that you have read about in English class would you like as a future wife?

Validity, Reliability, and Normative Data:

In the study in which the questionnaire was used percentages were reported by sex for answers from the 860 Cook County, Illinois, high school students who participated. With some reservations (the recent feminist movement, the increasing amounts of literature by and about women in school curricula) these percentages could be considered "norms" for the questionnaire. At least the percentages provide base line data for a particular point in time for students in a metropolitan area.

Related Documents:

Beaven, M. H. "Responses of Adolescents to Feminine Characters in Literature." *Research in the Teaching of English* 6 (Spring 1972): 48-68.

58 **Category**: Literature/Teacher Competency

Title: Describing and Evaluating Classroom Discussions of Poems

Author: LaVonn M. Benson

Age Range: Junior High, Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To describe and evaluate classroom discussion of poems.

Date of Construction: 1971

Physical Description: This measure is a classroom interaction analysis system consisting of categories based on the work of Bellack and categories developed by the author specifically for poetry discussions. Classroom discussions are audio-taped and then transcribed. The analysis is then carried out on the typed transcriptions. The categories of the system are as follows: teacher/pupil talk, pedagogical moves (structuring, soliciting, responding, reacting, return solicitation), analysis of solicitation and reaction moves (solicitation: assigning truth value or qualifying, constructing propositional functions, open comment; reaction: positive, admitting, negative, modifying), subject matter (sense, syntax, prosody, theme/tone, organization, non-critical point, personal criticism, criticism-general), critical abilities (unrelated, peripheral, restatement, explication, interpretation), line count, incorrect utterances (poetic form, critical method, images, senses of words, syntax, basic meaning, reading in). Coding of the transcripts in these categories permits several kinds of data analysis.

Validity, Reliability, and Normative Data:

No reliability or validity data are reported in the study where the measure appears. Validity of the measure derives from its basis in actual classroom observation of teacher-student interaction and its trials with teacher-led poetry discussions in a number of classrooms. The categories do appear to account for all the "moves" in such a discussion. Reliability data could be obtained with conventional interrater reliability formulae. Data are reported from codings of transcripts of six poetry discussions in Nashville, Tennessee, secondary school classrooms.

Ordering Information:

EDRS (ED 091 752)

Related Documents:

Benson, L. M. "Describing and Evaluating Classroom Discussion of Poetry: A Study Using Principles of Literary Criticism." Ann Arbor, Mich.: University Microfilms, 1971. Order No. 72-3822.

Bellack, A. A., et al. *The Language of the Classroom.* New York: Teachers College Press, Teachers College, Columbia University, 1966.

Category: Literature

Title: Literary Discernment Test (LDT)

Authors: Staff of the Carnegie Curriculum Study Center in English

Age Range: Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To measure the ability to read a short story with understanding. The LDT is one of a set of measures written to assess the effects of a new literature curriculum developed by the Carnegie Curriculum Study Center.

Date of Construction: 1962

Physical Description: The test is based on "The Dragon," a short story by Akutagawa, which students read and then refer to as they answer the questions. The 30 multiple-choice questions are classified into three categories: entertainment, understanding of literary techniques, and theme. Included here is one example of each kind of question:

Entertainment: Which of the following happenings contributes most to enjoyment of the story?

(A) The people who told stories to the public official were humble folk.
(B) The public official didn't get the point of the story told by the potter.
(C) The story takes place in medieval Japan.
(D) Hanazo's aunt fainted when she thought she saw the dragon.

Literary Technique: Why is it a "clear and cloudless day" with no wind on March third when the dragon is to appear?

(A) This description creates a mood of impending doom.
(B) The description of the day alleviates the suspense of the story temporarily.
(C) The description of the day pr vides an opportunity for using poetic language.
(D) The description creates contrast with later events.

Theme: The major point of the story is that

(A) people everywhere are strongly influenced by the power of suggestion.
(B) people are stubborn about admitting that they are wrong.
(C) religious people are likely to respect authority.
(D) people everywhere are sensitive about their physical appearance and may take revenge on anyone who makes fun of them.

Validity, Reliability, and Normative Data:

Neither reliability nor validity data are reported; however, the LDT has strong face and content validity, given the objectives for which it was

designed. Normative data can be obtained from scores of the "able college-bound" students in the curriculum evaluation study where LDT was used. Pretest experimental group means are presented here as most useful for comparisons to other groups:

	Experimental Group, Pretest		
Grade	10 (N = 288)	11 (N = 248)	12 (N = 205)
Entertainment	4.9	5.7	5.5
Technique	5.4	5.4	6.0
Theme	6.7	5.1	7.3
Total	17.1	17.3	18.8

The slight increase in total scores across the three grade levels lends indirect support to the construct and content validity of LDT.

Ordering Information:

EDRS (ED 011 966)

Related Documents:

The complete instrument and an analysis of the results in the study where it was used appear in *An Evaluative Study of a Senior High School Curriculum in English for Able, College-Bound Students.* Pittsburgh: Carnegie-Mellon University, 1965. For ordering information write to United Business Service Company, 1302 Highland Building, Pittsburgh, Pa. 15206.

Forehand, G. A. "Problems of Measuring Response to Literature." *Clearing House* 40 (February 1969): 369-375.

Category: Literature

Title: Literary Preference Questionnaire (LPQ)

Authors: Staff of the Carnegie Curriculum Study Center in English

Age Range: Senior High, Post-Secondary – Adult

Description of Instrument:

Purpose: To measure whether there are "preferred ways of responding by means of which different readers may be characterized." The LPQ is one of a set of measures written to assess the effects of a new literature curriculum developed by the Carnegie Curriculum Study Center.

Date of Construction: 1962

Physical Description: Based on Akutagawa's story "The Dragon," LPQ is in a multiple-choice format, with each of the four choices based on four aspects of fiction a reader might emphasize while reading: (1) facts about setting, characterization, or plot, (2) entertainment value; (3) literary techniques; and (4) theme. Part I of LPQ asks for reactions to short selections from "The Dragon," Part II to features of the story, and Part III to the story as a whole. The example below is from Part I. For illustrative purposes here each choice is labeled.

Which of the following descriptions of the story "The Dragon" seems most appropriate to you?

a. (*Technique*) In "The Dragon" the author has used a story about medieval times to make ironic comments about modern behavior. Modern readers may find belief in dragons fanciful and the language of the story strange, but the portrayal of human behavior seems "true."

b. (*Theme*) The main theme of "The Dragon" concerns the way human beings come to believe things. The author seems to be saying that it is hard to distinguish between what is true and what is thought to be true.

c. (*Facts*) "The Dragon" is a story set in medieval Japan. It tells of a Buddhist priest who started a rumor that a dragon would ascend from a pond, and then came to believe the rumor himself.

d. (*Entertainment*) "The Dragon" is a funny story that makes fun of people who take themselves seriously. The language, the character descriptions, and the incidents that are related contribute to the story's humor.

Validity, Reliability, and Normative Data:

No reliability or validity data are reported. Normative data are available from scores of the "able college-bound" students in the curriculum evaluation study where LPQ was used. Posttest experimental group

means are presented here as most useful for comparisons with other groups, pretest means being unavailable.

	Experimental Group, Posttest	
	Grade 11	Grade 12
Fact	(N = 221) 2.4	(N = 190) 2.4
Entertainment	(N = 224) 4.0	(N = 207) 4.0
Technique	(N = 247) 4.4	(N = 210) 4.3
Theme	(N = 243) 4.6	(N = 207) 4.9

Ordering Information:

EDRS (ED 011 966)

Related Documents:

The complete instrument and an analysis of the results in the study where it was used appear in *An Evaluative Study of a Senior High School Curriculum in English for Able, College-Bound Students.* Pittsburgh: Carnegie-Mellon University, 1965. For ordering information write to United Business Service Company, 1302 Highland Building, Pittsburgh, Pa. 15206.

Forehand, G. A. "Problems of Measuring Response to Literature." *Clearing House* 40 (February 1966): 369-375.

Category: Literature

Title: Literary Appreciation of Adolescents (LAA)

Author: Earl Foreman

Age Range: Junior High, Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To assess the extent of elaboration of detail, awareness of characterization, and sense of purpose and continuity in written responses to story selections.

Date of Construction: 1951; copyright 1951

Physical Description: The LAA is a measure made up of three scales: (1) elaboration of detail—concerned with the writer's descriptive responses to the scene, characters, and action; (2) character vitalization—concerned with responses indicating the writer's ability to see the characters as real human beings; and (3) purpose and continuity—concerned with the writer's concept of motivation and of the direction and sequence of events. Each scale is scored on a five-point basis. Each of the five points on each scale is described in detail with the complete measure. Highest possible score is fifteen.

In the study for which the measure was developed, the measure was used to score written responses to questions about selections from stories. Following each of three stories were these general questions:

1. If you were going to paint a picture to illustrate this story, what would you put into the picture? How would you paint it?
2. How would the people in the story be dressed?
3. How do you think the people in the story felt?
4. Were there any of these people you would be willing to know or to be with?
5. Were there any of these people you would *not* want to know or want to be with?

Each of the three story selections then had three to five questions particular to it. Other story selections or complete stories could be used for the LAA, but they would have to have written for them their own appropriate particular questions. The original measure requires two 50-minute periods for completion.

Validity, Reliability, and Normative Data:

The three scales in the LAA were derived from interviews with grade 7 students who were asked to respond to the three story selections used in the final form of the measure. With correlations of .53 with reading comprehension and .42 with intelligence, LAA appears to be measuring something not identical with general ability. Grade 9 students do better

64 than grade 7 students on the measure. These facts are support for the validity of LAA. The estimated reliability of the whole test, if three additional story selections and sets of questions were used, is .89. Correlations between scales ranged from .63 to .88. Correlations between story selections ranged from .54 to .78. Inter-rater reliability ranged from .73 to .91 for different pairs of raters.

Ordering Information:

EDRS (ED 091 744)

Related Documents:

Foreman, E. "An Instrument to Evaluate the Literary Appreciation of Adolescents." Ann Arbor, Michigan: University Microfilms, 1951. Order No. 3137. Copyright 1951 by Earl Foreman.

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Category: Literature

Title: Literary Discrimination Test (LDT)

Author: W. S. Harpin

Age Range: Senior High, Post-Secondary - Adult

Description of Instrument:

Purpose: To measure discrimination of prose excerpts.

Date of Construction: 1961

Physical Description: The LDT includes nine pairs of passages for the respondent to choose between and one set of four passages to be rank-ordered. One of each pair and one of the set were from published novels; the others were re-written and inferior versions of the original. In the final version of the test only those items were included for which there had been complete agreement by a panel of twelve secondary English teachers and three college English professors. The LDT requires approximately thirty minutes to administer. Scoring is two points for each correct choice with the pairs, ten points for the correct rank-ordering, with decreasing points awarded for other less correct orders. Maximum score is therefore 28.

Validity, Reliability, and Normative Data:

The test-retest (after five months) reliability is .75, the Spearman-Brown theoretical reliability, .84. The table below reports tryout data for three groups. Figures are percentages of success as a percentage of all responses. The increasing percentages of success provide support for the content and construct validity of LDT.

Part I (Pairs)	Age 15-18	Age 21	Adults
A	31.7	39.0	93.0
B	35.0	42.4	93.0
C	41.3	49.5	93.0
D	30.7	65.5	100.0
E	27.0	35.0	100.0
F	20.7	22.5	64.0
G	44.4	58.0	68.0
H	25.4	30.0	64.0
I	29.0	35.0	72.0
Part II (Rank-ordering)	22.2	19.0	100.0

The report where LDT appears contains an analysis of respondents' reasons for their choices.

Ordering Information:

EDRS (ED 091 742)

Related Documents:

W. S. Harpin. "The Appreciation of Prose." *Educational Review* 19 (November 1966): 13-22.

66 **Category**: Literature

Title: Achievement Measures (Understanding and Interpreting Short Stories)

Authors: Alan Purves and the Committee for Literature of the International Association for the Evaluation of Educational Achievement

Age Range: Junior High, Senior High, Post-Secondary – Adult

Description of Instrument:

Purpose: To measure the ability to understand and interpret short stories. These measures are part of a set of measures written for an international assessment of the achievement in literature of fourteen and seventeen year olds.

Date of Construction: 1970

Physical Description: These measures contain between seventeen and twenty multiple-choice items on each of four short stories: "The Sea" by Ana Maria Matute, "The Use of Force" by William Carlos Williams, "I See You Never" by Ray Bradbury, and "The Man by the Fountain" by George Hebbelinck. The items are about evenly divided between interpretation and comprehension. The full text of each story is presented with the test items. The correct answer is keyed for the convenience of the researcher. In addition, the average facility and median discrimination for each item are provided, as well as any popular distractors for each item. The measures could be used in pairs as pretests and posttests in a research study, providing about 36 test items at each testing time. Approximately 60 minutes would be required for a student to read two stories and answer 36 questions.

Validity, Reliability, and Normative Data:

Elaborate normative data on fourteen and seventeen year olds in nine countries are available in the report where these measures appear (see related documents below). Means and standard deviations are provided for "The Sea," for composite scores on "The Sea" and one of the other three stories, and for separate scores on comprehension and interpretation items for "The Sea" and one of the other three stories. (Subjects in the international study answered questions only on "The Sea" and one other story.) Kuder-Richardson Formula 20 reliability estimates for the *averaged* reliability of the four measures are .84 for fourteen year olds and .82 for seventeen year olds. The measures have a high degree of content validity: they are based on complete stories, they were developed by an international team of experts in school literature programs, and they were given extensive tryouts to determine their appropriateness. Construct validity is relatively good, somewhat better than on previously developed published measures of this kind (for

example, *A Look at Literature* developed by the Educational Testing Service), where the correlations with general tests of reading comprehension are so high the literature test is not measuring anything different from a general reading test. Even so, scores on the measures under review here correlate from .47 to .66 with scores on selected portions of the reading measures developed for another international assessment project.

Related Documents:

The complete report, which includes the above achievement measures, is in *Literature Education in Ten Countries*, by Alan C. Purves. New York: John Wiley, 1973. *Literature Education in Ten Countries* is also distributed by the National Council of Teachers of English, Stock No. 15325 ($9.95 nonmembers, $9.50 members). Permission to use the instruments must be obtained from the International Association for the Evaluation of Educational Achievement.

A Look at Literature. Princeton, N. J.: Educational Testing Service, 1968.

Cooper, C. R. "Review of *A Look at Literature.*" *Journal of Educational Measurement* 10 (Fall 1973): 232-234.

68 **Category**: Literature

Title: Literary Transfer and Interest in Reading Literature (LTIRL)

Authors: Alan Purves and the Committee for Literature of the International Association for the Evaluation of Educational Achievement

Age Range: Junior High, Senior High, Post-Secondary–Adult

Description of Instrument:

Purpose: To measure both interest in reading literature and perceptions of the way literature affects life experience. The LTIRL is one of a set of measures used in an international assessment of achievement in literature.

Date of Construction: 1970

Physical Description: This instrument is a questionnaire of twenty items, half devoted to transfer, half to interest. It is brief enough to be presented in its entirety below:

Attitude Questionnaire (Interest and Transfer)

1. Have you done something you would not ordinarily have done because you read about it in a story, poem or play? (For example, when you were younger have you dressed up as a pirate because you read a story about pirates?)
   A. Often
   B. Occasionally
   C. Once or twice
   D. Never

2. While you were reading a book have you thought of yourself as one of the people in it?
   A. Often
   B. Occasionally
   C. Once or twice
   D. Never

3. Have you compared a person you meet in real life with people you have read about? (For instance, have you ever called a strong person Samson?)
   A. Often
   B. Occasionally
   C. Once or twice
   D. Never

4. Have you been in a situation and asked yourself what some person in a story you read would have done in that situation?

A. Often
B. Occasionally
C. Once or twice
D. Never

5. When you read a novel or a story, do you imagine that what is happening in the story takes place in some town or city that you have seen?
   A. Never
   B. Once or twice
   C. Occasionally
   D. Often

6. Have you done something or gone somewhere, felt that this has happened before, and then realized that in fact it happened in a book you read?
   A. Never
   B. Once or twice
   C. Occasionally
   D. Often

7. When you read a story, how often do you imagine that the people in the story look like people you know?
   A. Often
   B. Occasionally
   C. Seldom
   D. Never

8. When you meet a new person, how often do you compare the person to someone you saw in a movie?
   A. Often
   B. Occasionally
   C. Seldom
   D. Never

9. How often do you think that the people you are reading about in a story are real people and not simply people in a story?
   A. Never
   B. Once or Twice
   C. Occasionally
   D. Often

10. When you read a story or a play, do you try to remember something that happened to you that is like what you are reading about? Do you say to yourself "Something like this happened to me once"?
    A. Never
    B. Once or Twice
    C. Occasionally
    D. Often

11. How many books have you read for your own pleasure in the past year?
    A. None
    B. Fewer than 5
    C. 5 to 10
    D. More than 10

12. During the past year, how many plays have you read for your own pleasure?
    A. None
    B. One or two
    C. 3 to 5
    D. More than 5

13. During the past year, how many novels have you read for your own pleasure?
    A. None
    B. One or two
    C. 3 to 5
    D. More than 5

14. During the past year, how many biographies have you read for your own pleasure?
    A. None
    B. One or two
    C. 3 to 5
    D. More than 5

15. When you choose a story or novel to read, which one of the following is most likely to be the reason for your choice?
    A. Friends or parents recommend it
    B. I have read other books by the same author
    C. The title attracts me
    D. I just choose any

16. How often do you re-read novels, stories or plays?
    A. Never
    B. Once or twice
    C. Occasionally
    D. Frequently

17. Have you ever gone to a movie because you read the story in a book?
    A. Often
    B. Occasionally
    C. Once or twice
    D. Never

18. Have you ever read a book because you saw the story in a movie?
    A. Never
    B. Once or twice

C. Occasionally
D. Frequently

19. Have you ever read a book because you saw the story on television or heard the story on the radio?
    A. Often
    B. Occasionally
    C. Once or twice
    D. Never

20. After you have seen a play or movie, would you want to read a criticism of the work?
    A. Often
    B. Occasionally
    C. Once or twice
    D. Never

Validity, Reliability, and Normative Data:

Averaged reliabilities (Kuder-Richardson Formula 20) for the transfer half of the questionnaire are .67 for fourteen year olds and .73 for seventeen year olds, and for the interest half, .68 for fourteen year olds and .73 for seventeen year olds. These data are from United States subjects in the international assessment. The researchers conjecture (see related documents below) that a test-retest measure of reliability might yield higher coefficients of reliability. Validity data for LTIRL are reported in the form of correlations of interest and transfer and of those two scores with achievement, number of books in the home, and hours per week spent reading for pleasure. The correlations are presented below for United States subjects:

Age 14

	Transfer	Interest	Number Books	Hours Read
Achievement	.134	.220	.241	.335
Transfer		.409	.105	.190
Interest			.158	.437
Number Books				.211

Age 17

Achievement	.083	.192	.200	.270
Transfer		.353	.107	.155
Interest			.178	.439
Number Books				.221

There is a strong correlation between interest and reading for pleasure, providing support for the validity of the interest items in LTIRL. The moderate correlation between interest and transfer suggests that the two sets of items are not measuring altogether the same thing. Low

correlations of both transfer and interest with achievement indicate that the qualities measured by LTIRL are somewhat different from "cognitive mastery of the material."

Related Documents:

The complete report of the international study of achievement in literature is in *Literature Education in Ten Countries* by Alan C. Purves. New York: John Wiley, 1973. *Literature Education in Ten Countries* is also distributed by the National Council of Teachers of English, Stock No. 15325 ($9.95 nonmembers, $9.50 members). Permission to use the instruments must be obtained from the International Association for the Evaluation of Educational Achievement.

Category: Literature

Title: Response Preference Measure (RPM)

Authors: Alan Purves and the Committee for Literature of the International Association for the Evaluation of Educational Achievement

Age Range: Junior High, Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To determine a reader's preferred way of responding to a work or a group of works. RPM is one of a set of measures developed for an international assessment of achievement in literature.

Date of Construction: 1970

Physical Description: RPM is brief enough to present below in its entirety.

Directions: Answer the following questions as carefully and as honestly as you can.

Here are a number of questions that might be asked about "The Man by the Fountain." Some of these are more important than others. Read the list carefully and choose the *five* (5) questions that you think are the most important to ask about "The Man by the Fountain" and blacken the appropriate spaces on your answer card.

1. What is the writer's opinion of or attitude toward the people in "The Man by the Fountain"?
2. Is there any one part of "The Man by the Fountain" that explains the whole story?
3. What emotions does "The Man by the Fountain" arouse in me?
4. What does "The Man by the Fountain" tell us about people I know?
5. Does "The Man by the Fountain" succeed in getting me involved in the situation?
6. What metaphors (or comparisons), images (or references to things outside the story), or other writer's devices are used in "The Man by the Fountain"?
7. When was "The Man by the Fountain" written? What is the historical background of the story and the writer? Does the fact that the author is Belgian tell me anything about the story?
8. Is there anything in "The Man by the Fountain" that has a hidden meaning?
9. Is this a proper subject for a story?
10. How is the way of telling the story related to what "The Man by the Fountain" is about?
11. Is there a lesson to be learned from "The Man by the Fountain"?
12. Is "The Man by the Fountain" well written?
13. How does the story build up? How is it organized?

14. What type of story is "The Man by the Fountain"? Is it like any other story I know?
15. How can we explain the way people behave in "The Man by the Fountain"?
16. Are any of the characters in "The Man by the Fountain" like people I know?
17. Has the writer used words or sentences differently from the way people usually write?
18. What happens in "The Man by the Fountain"?
19. Is "The Man by the Fountain" about important things? Is it a trivial or serious work?
20. Does the story tell me anything about people or ideas in general?

The title of any story or poem could appear in the items where "The Man by the Fountain" appears.

Validity, Reliability, and Normative Data:

The twenty items are based on the four categories of response in a recent content analysis study of readers' expressed responses to literature (Purves, *Elements;* see related documents below). The categories are engagement-involvement, interpretation, evaluation, and perception. The validity of RPM rests on its relation to this content analysis study, where a successful attempt was made to describe exhaustively all of the possible expressed responses to works of fiction. Conventional reliability criteria do not apply to RPM. In the study where RPM appears, normative data are presented for fourteen and seventeen year olds in ten countries. The data below are for students from the United States:

	Mean % choosing 3 or more of the same questions following the reading of 3 different stories	Mean % choosing 2 or more of the same questions following the reading of 2 different stories	Mean % choosing 1 or more of the same questions following the reading of 1 different stories
Age 14	12.2	36.1	71.1
Age 17	13.6	38.9	75.1

Related Documents:

The complete report of the international study of achievement in literature is in *Literature Education in Ten Countries* by Alan C. Purves. New York: John Wiley, 1973. *Literature Education in Ten Countries* is also distributed by the National Council of Teachers of English, Stock No. 15325 ($9.95 nonmembers, $9.50 members). Permission to use the instruments must be obtained from the International Association for the Evaluation of Educational Achievement.

Purves, A. C., and Rippere, V. *Elements of Writing about a Literary Work: A Study of Response to Literature.* Urbana, Ill.: National Council of Teachers of English, 1968.

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Category: Literature

Title: Poetic Evaluation Rating Scale (PERS)

Authors: Richard D. Rees and Darhl M. Pedersen

Age Range: Junior High, Senior High, Post-Secondary - Adult

Description of Instrument:

Purpose: To assess readers' evaluations of poems or other works of fiction.

Date of Construction: 1965

Physical Description: PERS is a set of fifteen semantic differential evaluation scales. After each of eleven poems the reader checks a point along a line between two adjectives with opposite meanings (bipolar adjectives). Each pair of adjectives is one of the fifteen scales. The reader checks all fifteen scales after reading each poem. An example follows:

Sonnet 18
by
William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May
And summer's lease hath all to short a date:
Sometimes too hot the eye of heaven shines
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course untrimmed;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest:
So long as man can breathe or eyes can see,
So long lives this, and this gives life to thee.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
pleasant	—	—	—	—	—	—	—	unpleasant
chaotic	—	—	—	—	—	—	—	ordered
smooth	—	—	—	—	—	—	—	rough
superficial	—	—	—	—	—	—	—	profound
meaningless	—	—	—	—	—	—	—	meaningful
obvious	—	—	—	—	—	—	—	subtle
clear	—	—	—	—	—	—	—	hazy
ugly	—	—	—	—	—	—	—	beautiful
sincere	—	—	—	—	—	—	—	insincere
bad	—	—	—	—	—	—	—	good
vague	—	—	—	—	—	—	—	precise
controlled	—	—	—	—	—	—	—	accidental

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wet	—	—	—	—	—	—	—	dry
stale	—	—	—	—	—	—	—	fresh
intimate	—	—	—	—	—	—	—	remote[1]

The eleven poems in PERS are from major literary periods in British or American literature. The set of semantic differential scales could be used to assess evaluation of any work of literature, however.

Validity, Reliability, and Narrative Data:

Semantic differential measurement techniques are based on the work of Osgood and Tannenbaum (1957). Their claim is that meaning has three measurable dimensions: evaluation, potency, and activity. They use bipolar adjective pairs as measures. The adjective pairs for the evaluative dimension have been used in many studies of attitude and value, as in the study where PERS is reported. No reliability or normative data are reported.

Ordering Information:

EDRS (ED 097 715)

Related Documents:

Rees, R.D., and Pedersen, D.M. "A Factorial Determination of Points of View in Poetic Evaluation and Their Relation to Various Determinants." *Psychological Reports* 16 (1965): 31-39.

Osgood, C.E.; Suci, G.; and Tannenbaum, P. *The Measurement of Meaning*. Urbana: University of Illinois Press, 1957.

[1] Reprinted with permission of the author and publisher. R.D. Rees and D.M. Pedersen, "A Factorial Determination of Point of View in Poetic Evaluation and Their Relation to Various Determinants," *Psychological Reports* 16 (1965): 31-39.

Category: Literature

Title: Novel Reading Maturity Scale (NRMS)

Author: Carol Reich

Age Range: Junior High, Senior High, Post-Secondary – Adult

Description of Instrument:

Purpose: To assess the maturity level of novels students read.

Date of Construction: 1973

Physical Description: The NRMS is based on the notion that fiction of high quality is characterized by a large number of themes or topics. The scale is included below:

Of all the novels you have read since September, name the one you enjoyed the most.

Title: _____

Novels have different topics. Some novels have only one topic; others have many. Listed below are some topics that frequently appear in novels. Describe the novel you have named as your favorite by writing a "1" beside each topic that appeared in it. For example, if there was horror in your novel, place a "1" in the space beside the topic.

1 Horror

If there was no horror in your novel, leave that space blank:

___ Horror

___ Fantasy or make believe
___ Ghosts, gods, and supernatural events
___ Horror
___ Science fiction
___ Cars and sports
___ Mystery
___ Physical danger and adventure
___ Lives of adults
___ Possible careers
___ Social injustice
___ Religion
___ Politics
___ Life in other countries
___ Life in other periods of history
___ Life in our own society
___ Sex
___ Love and romance
___ Home and family life
___ Lives of young people
___ Making personal decisions
___ Overcoming problems and difficulties
___ Choosing between right and wrong

The student identifies a novel he has read recently and then indicates how many different topics he remembers from the novel.

Validity, Reliability, and Normative Data:

The list of topics in NRMS came from a survey of several guides on books for teenagers. The author mentions that topics can be added to

or subtracted from the list or that a quite different list could be constructed, so long as the topics are clear and unambiguous. To explore the reliability of the scale, five groups of students, with over 400 in each group, were each asked to use the scale on a different novel each member of the group had recently read in school. The average agreement over all themes ranged from 70 to 84 percent; for example, it was 77 percent for *A Tale of Two Cities* and 79 percent for *To Kill a Mockingbird*. Additional reliability data came from small groups (from five to fourteen in size) of English teachers who used the scale on the same five novels the students had reported on. Teachers and students agreed on the presence or absence of seventeen to twenty-two of the twenty-two themes, revealing that students are for the most part reporting accurately. The author summarizes as follows: "In general, then, the scale seems quite reliable. Students agree on the interpretations of themes, and whether or not they are present in a book. Students generally agree with teachers on the themes." The author points out that the scale should properly be used to assess groups of students, not individuals. The reliability of measurement for individuals can be improved by having them rate several novels. Additional validity data was sought in correlation of NRMS scores with reading ability scores, on the assumption that good readers would be better able to cope with a thematically rich book. A Pearson product moment correlation of .51 was found. Normative data from approximately 2,000 students in Toronto high schools is included below:

Percentage of Students Checking Each Theme

Theme	*Percentage*
Fantasy or make believe	22
Ghosts, gods, and supernatural events	14
Horror	21
Science fiction	16
Cars and sports	11
Mystery	39
Physical danger and adventure	67
Life in other countries	36
Life in other periods of history	38
Life in our own society	31
Sex	28
Love and romance	46
Home and family life	36
Lives of young people	48
Lives of adults	51
Possible careers	14
Making personal decisions	53
Overcoming problems and difficulties	66
Social injustice	44

Politics	28	79
Religion	23	
Choosing between right and wrong	54	

The author notes that these data reveal student reading preferences and can be used to guide book selection.

Ordering Information:

EDRS (ED 091 762)

Related Documents:

Reich, C. "A Scale to Assess Reading Maturity." *Journal of Reading* 17 (December 1973): 220-223.

80 **Category**: Literature

Title: Criteria for the Evaluation of Free-Response Interpretive Essays

Author: Peter L. Sanders

Age Range: Junior High, Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To assess the quality of essays written to interpret a short story.

Date of Construction: 1970

Physical Description: This measure is a single linear scale with four points. It is presented in its entirety below:

Directions: Read each essay wholistically and as rapidly as you comfortably can. Then assign the essay one of the four numbers from the scale below. Your rating should reflect your judgment of the adequacy of the student's interpretation of the story in question. The cues provided for the four points on the scale are guidelines only and are not exhaustive of the possibilities for each point. An essay need not be described by all of the items listed for a given point in order to receive that rating.

4 exceptional insight; a meaningful transaction; a sound perception of meaning; a sense of the story's artistic dimensions

3 an adequate grasp of meaning; fairly mature; promising but incomplete

2 a limited sense of significance; a largely literal perception; a bit beyond narrative recall

1 inadequate; perhaps irrelevant; insufficient to permit a judgment

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Validity, Reliability, and Normative Data:

The scale was devised after examination of 300 interpretive essays. They were examined for adequacy of interpretation, and then the four points on the scale were devised to cover the range of adequacy. The reliability of a single rater's ratings ranged from .58 to .81 on evaluations of responses to eight different short stories. The reliability of the mean of three raters' ratings ranged from .81 to .93 (Ebel's formula for intraclass correlation).

Related Documents:

Sanders, P.L. "An Investigation of the Effects of Instruction in the Interpretation of Literature on the Responses of Adolescents to Selected Short Stories." Dissertation. Ann Arbor, Mich.: University Microfilms, 1970. Order No. 71-10, 975.

Category: Literature

Title: Sophistication of Reading Interests Scal (SRIS)

Author: Robert Zais

Age Range: Junior High, Senior High

Description of Instrument:

Purpose: To measure maturity of reading interests.

Date of Construction: 1968

Physical Description: Requiring about 30 minutes to complete, the SRIS consists of 29 pairs of fictitious story synopses, one of the pair more "sophisticated" than the other. Five of the pairs are "false response checks." The three levels of maturity are defined as follows:

A book synopsis intended to be LEAST sophisticated in general emphasized the following characteristics:

1. *Plot is important* for its own sake.
2. The plot is hackneyed and employs standard or implausible devices.
3. Conflict (if any) is physical, rather than psychological.
4. Characters are stereotyped and are introduced merely as vehicles for the action.

A book synopsis intended to be MODERATELY sophisticated in general emphasized the following characteristics:

1. *Characters are important* and are individualized to some extent.
2. Characters illustrate a particular point of view (e.g., loyalty, courage).
3. Conflict (if any) is psychological, although of immediate concern or of limited implication.
4. Some ideas of limited scope which can be readily grasped are illustrated.

A book synopsis intended to be MOST sophisticated in general emphasized the following characteristics:

1. *Ideas, or theme, are important;* universal problems and values of fundamental concern to all human beings are illustrated by the story.
2. The ideas expressed contribute to the development of a philosophy of life.
3. Conflict (if any) is psychological, rather than physical.
4. Characters stand up both as individual human beings and as symbols of broader implications.

An example of a set of story synopses is included here.

33A (Reading Ease Grade Level = 6.5)

A gang of rustlers tries to take over the town of Gold Creek.

82 Marshall Case and his sidekick Reese are all that stand between the outlaws and the helpless town. This story tells how the quick thinking and straight shooting of these two lawmen save the town and put the rustlers behind bars.

33B (Reading Ease Grade Level = 6.8)

Bart, son of a ranch owner, finds that he is drawn into a wild and vicious war between the cow men and the farmers. He is torn between his loyalty to his father and his sympathy with the cause of the farmers. This story shows how Bart acts as he tries to solve his problem.

33C (Reading Ease Grade Level = 6.2)

It is a blazing gun duel; and Tex had won. Now, awestruck, he squatted down beside the man he'd just killed. A minute ago this man had thought and felt and wished. Now he was just a lump of rotting flesh. This story explores the consequences of the intentional taking of a life.

While the synopses are illustrated here in a triad, on the final form of SRIS they were presented as dyads: least-moderately, least-most, and moderately-most. Scoring is three points for choosing correctly the *most* sophisticated choice where it appears in a dyad, two points for a *moderately* sophisticated choice, and one point for a *least* sophisticated choice.

Validity, Reliability, and Normative Data:

Content validity of SRIS was established in part by asking twenty secondary teachers the question, "Do you consider the criteria listed on the cover page [of the Teachers Validation Form of SRIS] to be in accordance with generally accepted standards for judging the sophistication of literature?" All twenty teachers answered "yes." Teachers also judged the level of sophistication of each synopsis in each dyad. An external criterion of validity was sought in a comparison of teachers' ranking of students (in descending order of sophistication of interest in fiction) and with a ranking of the same students by their scores on the SRIS. Four correlations obtained ranged from .008 to .57. Construct validity was established in part by comparing scores on the SRIS by younger and older students. The mean for 25 high ability seventh graders was 58.1, for 21 high ability twelfth graders, 67.7, a difference of 9.6 points, significant at .001. The Spearman-Brown reliability coefficient is .74.

Ordering Information:

EDRS (ED 091 756)

Related Documents:

Zais, R.S. "A Scale to Measure Sophistication of Reading Interests." *Journal of Reading* 12 (January 1969): 273-276, 326-335.

Reading

A.C. Bickley, Rachel T. Bickley, Harry Cowart
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118 Primary Reading Attitude Index

119 Intermediate Reading Attitude Index

Jean E. Robertson
Connectives Reading Test;
121 Written Connectives Test

Richard Rystrom
123 Rystrom Reading Comprehension Test

James F. Shepherd
125 Morpheme Knowledge Test

Herbert D. Simons
127 Deep Structure Recovery Test

R.G. Stennett, P.C. Smythe, Madeline Hardy, June Pinkney, Ada Fairbairn
128 Developmental Patterns in Elemental Reading Skills

Wilson L. Taylor
139 Cloze Procedure

Brian T. Twohig
Letter Directionality Test;
Word Directionality Test;
141 Sentence Directionality Test

Onnda T. Wright
143 Identification of Simple and Compound Vowels by First Graders

BEST COPY AVAILABLE

Title: Oral Paradigmatic/Syntagmatic Language Inventory

Authors: A.C. Bickley, Rachel T. Bickley, and Harry Cowart

Age Range: Intermediate

Description of Instrument:

Purpose: To utilize oral language responses as a predictor of reading performance.

Date of Construction: 1970

Physical Description: The 30 stimulus words making up the inventory were compiled from the Fitzgerald and Fitzgerald list of a basic communicating vocabulary. Subjects are individually asked to listen to the stimulus word and to give the first word that comes to mind. Thirty responses for each child are recorded by the examiner. Oral responses are categorized as paradigmatic if they illustrate the relationship of superordinate (apple-fruit), co-ordinate (arm-leg), contrast (white-black), or part-whole (branch-tree). All other responses are classified as syntagmatic. Prior research (Bickley, Dinnan, and Bickley, 1970) indicates that high syntagmatic scores from oral language responses parallel scores from group intelligence tests and that students who tend to give a larger number of syntagmatic responses score lower on intelligence tests.

Oral P/S Language Inventory

1. in	11. high	21. poor
2. she	12. city	22. happy
3. go	13. war	23. hot
4. up	14. open	24. South
5. old	15. white	25. easy
6. day	16 morning	26. pretty
7. king	17. pay	27. against
8. life	18. laugh	28. wife
9. work	19. front	29. smile
10. father	20. short	30. foreign

Validity, Reliability, and Normative Data:

Fifty-two fourth year public school pupils who were enrolled in a summer reading program in a southern city were administered the California Reading Test, Form W, early in the summer. The test indicated that all subjects were reading at or below grade level. Scores were ranked from high to low and split at the median, forming high and low groups of 26 subjects each. The Oral P/S Language Inventory was then administered and a t-ratio devised from the number of syntagmatic responses given by the subjects. Syntagmatic responses for

86 the high reading group ranged from 3 to 30 with a mean of 10. The low reading group achieved scores that ranged from 4 to 30 with a mean of 15. In a test-retest reliability situation the inventory has a correlation of .78. The authors conclude that it is possible to predict a subject's reading performance on the basis of his oral language responses and suggest a possible advantage of training children in the area of word associates.

Related Documents:

Bickley, A.C.; Dinnan, J.A.; and Bickley, R.T. "Language Responses as a Predictor of Performance on Intelligence Tests." *Journal of Reading Behavior* 2 (1970): 291-294.

Bickley, A.C.; Bickley, R.T.; and Cowart, H. "Oral Language Responses as a Predictor of Reading Performance in the Intermediate Grades." Paper presented at the meeting of the National Reading Conference, St. Petersburg, Fla., December 1970. (ED 048 997)

Category: Reading

Title: Syntactic Complexity Formula

Authors: Morton Botel and Alvin Granowsky

Age Range: Primary, Intermediate

Description of Instrument:

Purpose: To measure by quantifiable means the syntactic complexity component of readability.

Date of Construction: 1972

Physical Description: Syntactic efforts to control readability have been minimal and limited to manipulations of sentence length. The grammatical makeup and complexity of a sentence, however, are not apparent from its length. Strickland[1] developed an instrument for the analysis of syntactic complexity that was rooted in structural grammar and, based on findings obtained through use of this instrument, proposed that syntactic patterns frequently found in the language of children might be a more valid criterion than sentence length for controlling syntax. In the Syntactic Complexity Formula, analysis of language is based on (1) transformation grammar theory, which is regarded as a more valid description of language than structural grammar, (2) language performance studies, indicating the frequency of usage of structures in the language of children, (3) a review of experimental findings, indicating the complexity with which syntactic structures are processed, and (4) intuitions of the authors where experimental data is inconclusive. Weighted syntactic structures are listed as follows:

Summary of Complexity Counts

0-Count Structures

Sentence Patterns-two or three lexical items

1. Subject-Verb-(Adverbial) (He ran. He ran home.)
2. Subject-Verb-Object (I hit the ball.)
3. Subject-be-Complement (noun, adjective, adverb) (He is good.)
4. Subject-Verb-Infinitive (She wanted to play.)

Simple Transformations

1. interrogative (including tag-end questions) (Who did it?)
2. exclamatory (What a game!)
3. imperative (Go to the store.)

Coordinate Clauses joined by "and" (He came and he went.)

Non-Sentence Expressions (such as *Oh, Well, Yes, And then)*

[1] R.G. Strickland, *The Language of Elementary School Children: Its Relationship to the Language of the Reading Textbooks and the Quality of Reading of Selected Children*, Bulletin of the School of Education, No. 38 (Bloomington: Indiana University, 1962).

1-Count Structures

Sentence Patterns-four lexical items

1. Subject-Verb-Indirect Object-Object (I gave her the ball.)
2. Subject-Verb-Object-Complement (We named her president.)

Noun Modifiers

1. adjectives (big, smart)
2. possessives (man's, Mary's)
3. pre-determiners (some of, none of . . . twenty of)
4. participles (in the natural adjective position) (*crying* boy, *scalded* cat.)
5. prepositional phrases (The boy *on the bench* . . .)

Other Modifiers

1. adverbials (including prepositional phrases) when they do not immediately follow the verb in the SVAdv. pattern
2. modals (should, would, must, ought to, dare to, etc.)
3. negatives (no, not, never, neither, nor, -n't)
4. set expressions (once upon a time, many years ago, etc.)
5. gerunds (when used as a subject) (*Running* is fun.)
6. infinitives (when they do not immediately follow the verb in a SVInf. pattern) (I wanted her to *play*.)

Coordinates

1. coordinate clauses (joined by *but, for, so, or*) (I will do it *or you will do it.*)
2. deletion in coordinate clauses (John *and Mary,* swim or *fish:* a 1-Count is given for each lexical addition.)
3. paired coordinate "both . . . and" (*Both* Bob did it *and* Bill did it.)

2-Count Structures

Passives (I was hit by the ball. I was hit.)

Paired Conjunctions (neither . . . nor, either . . . or, (*Either* Bob will go *or* I will.)

Dependent Clauses (adjective, adverb, noun) (I went *before you did.*)

Comparatives (as . . . as, same . . . as, -er than . . . , more . . . than) (He is *bigger than you.*)

Participles (ed or ing forms not used in the usual adjective position) (*Running,* John fell. The cat, *scalded,* yowled.)

Infinitives as Subjects (To *sleep* is important.)

Appositives (when set off by commas) (John, *my friend,* is here.)

Conjunctive Adverbs (however, thus, nevertheless, etc.) (*Thus,* the day ended.)

Clauses used as Subjects (What he does is his concern.)

Absolutes (The performance over, Mr. Smith lit his pipe.)

The syntactic complexity of any passage or sampling of sentences is the arithmetic average of the complexity counts of the sentences evaluated. The authors suggest that the Syntactic Complexity Formula be regarded as a directional effort, that it not be considered a precise measuring instrument, and that it be used in conjunction with a measure of vocabulary.

Validity, Reliability, and Normative Data:

None available.

Ordering Information:

EDRS (ED 091 749)

Related Documents:

Botel, M., and Granowsky, A. "A Formula for Measuring Syntactic Complexity: A Directional Effort." *Elementary English* 49 (1972): 513-516. (EJ 057 825)

90 **Category**: Reading

Title: Similes Test

Author: Heather R. Burt

Age Range: Intermediate

Description of Instrument:

Purpose: To measure children's reading understanding of similes found in literature books suitable for grades four, five, and six.

Date of Construction: 1971

Physical Description: The similes used in this test were selected from those used in a study by Lockhart (1971), who had identified 770 similes from twenty books which had been selected through a stratified random sample from 563 literature books that were on nine booklists recommended as suitable for grades four, five, and six by the School of Library Science, University of Alberta. Fifty-two similes were drawn from the 770 and used by Burt in the construction of her test. Thirty items were retained in the test after the completion of a pilot study. The simile is presented in context and is questioned in multiple-choice format. The possible answer choices are based on the responses in a pilot study which could be divided into nine categories. The five categories used for devising possible choices are correct response, wrong commonality response, confused relationships response, paraphrasing response, and incorrect response. The students are instructed to select the answer that has the same or nearly the same meaning as the underlined words.

. . . At the very center was a small black waterhole. *The wind* blowing from the waterhole toward them, *carried a sound like a train puffing uphill.*

A. A train can puff going up a hill in the wind.
B. The wind blew hard in puffs.
C. They could not breathe.
D. The wind and train go fast.
E. A train makes a noise.

An interview and questionnaire also accompany the Similes Test. The interview is conducted to determine if children have difficulty expressing themselves orally and if the types of responses might be the same as the classifications on the multiple-choice test. Ten similes are used for the interview and three questions are asked of all similes, while a fourth question is asked of some. The first question concerns the meaning of the simile, the second question concerns whether the source of meaning for the student is the context of the simile or his or her experiential background, the third question focusses on the feelings elicited by the simile, and the fourth question relates to words

that may have presented vocabulary difficulties. The questionnaire was devised in an attempt to assess pertinent background experiences.

Validity, Reliability, and Normative Data:

Normative data were derived from 74 grade five pupils. Scores ranged from 4 to 30 with a mean score of 19.59. Content validity is claimed for the test and is discussed under the following headings: the representation of the content of the Similes Test to all possible content; the relationship of the format and the content of the Similes Test to similar instruments; the consideration of studies of a free response nature in order to defend the inclusion or exclusion of specific items. Care was given to exclude any words from the stem in the choices that might distract the student into selecting a type of response he might not otherwise make. In order to avoid additional meaning difficulties, figures of speech were excluded in the answer choices and the words used were screened for difficulty using *The Teacher's Word Book of 30,000 Words.* The 30 items of the test had a difficulty index between 0.326 and 0.730. All items had a validity index greater than 0.2. The reliability coefficient based on the Kuder-Richardson Formula 20 and calculated on the results of 89 subjects of the pilot study was 0.86.

Ordering Information:

EDRS (ED 091 754)

Related Documents:

Burt, H.R. "An Investigation of Grade Five Students' Reading Understanding of Similes." Thesis, University of Alberta, Edmonton, 1971.

Lockhart, M. "An Investigation of Similes Found in Selected Fiction Written for Children in Grades Four, Five and Six." Thesis, University of Alberta, Edmonton, 1971.

92 **Category**: Reading

Title: Cloze Tests for Deletion Produced Structures

Author: Grace V. Cosens

Age Range: Primary

Description of Instrument:

Purpose: To measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules.

Date of Construction: 1972

Physical Description: Deletion transformations are one of the set of elementary transformations in the transformational generative grammar, and they function to remove items from a string of words. Fagan's (1969) grammar served as the starting point in delineation of deletion transformations to be included in the experimental cloze tests. Rules were added and omitted on the basis of linguistic analysis of primary reading material. Only optional deletion transformation rules could be included because both the intact and deleted forms corresponding to these rules are grammatical. Intact sentence structures refer to sentences in which words that could be optionally deleted by a transformation rule have been left intact. The 12 deletion transformations in the final set follow:

1. WH deletion (e.g., Here are the very best shoes you can buy.)
2. BE deletion (e.g., 1. Nothing but bread in the wagon. 2. A big, big hill.)
3. WH & BE deletion (e.g., Here is a big bear funny and brown.)
4. (That) & S as Object (e.g., They think I am too little.)
5. Performative deletion (e.g., 1. Zoom! Zoom! 2. On down a hill.)
6. Imperative deletion (e.g., Look in this bag.)
7. Preposition deletion (e.g., I can help you make a cake.)
8. Verb phrase deletion (e.g., Flip and Pony went fast.)
9. Noun phrase deletion (e.g., Mr. Green saw the girls and came to the door.)
10. Noun phrase and auxiliary (verb) deletion (e.g., The fly sat on his nose and then on his ear.)
11. Noun phrase and verb and other elements in the verb phrase deletion (e.g., A black bear came to the pond to drink and to catch fish.)
12. Comparative deletion (e.g., Before long he could read as well as anyone in the woods.)

Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Readers, so that each passage contained test sentences for all twelve deletion transformations, half in deleted form and the other half intact. The cloze technique was applied to all passages, so that ultimately every

word was deleted. Since there is some question about the validity of the cloze procedure at the first-grade level, an oral response was accepted. Pupils in grade two provided written responses to cloze blanks.

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*First Reader, Passage One, Version I**

"We are ready to go now," said Mr. Wonderful.
"Get in the school bus."

Just then the children saw a balloon man.
"Here are balloons!" called the balloon man.
He had red balloons and blue balloons.
The children ran to get balloons as fast as they could run.

"I want a red balloon," said one little girl.
"Red is the color I like best."

Then the children ran and the children jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and the houses.
"What can I do?" said Mr. Wonderful.

"I think that I know what to do," said one of the children.
"We can help make the bus come down.
We can pop the balloons."

Then pop, pop, pop went the balloons!
Pop! went the big blue balloons and the big red balloons.
All of the children who were in the bus did get home to dinner.

*First Reader, Passage One, Version II**

"We are ready to go now," said Mr. Wonderful.
"You get in the school bus."

Just then the children saw a balloon man.
"Balloons!" called the balloon man.
He had red balloons and he had blue balloons.
The children ran to get balloons as fast as they could.

"I want a red balloon," said one little girl.
"Red is the color that I like best."

Then the children ran and jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.

*Adapted from *On Cherry Street, Revised Edition,* by Odille Ousley and David H. Russell, of *The Ginn Basic Readers* ©Copyright, 1957, by Ginn and Company. Used with permission.

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It went up over the trees and it went up over the houses.
"What can I do?" said Mr. Wonderful.

"I think I know what to do," said one of the children.
"We can help to make the bus come down.
We can pop the balloons."

Then pop, pop, pop!
Pop! went the big blue balloons and pop! went the big red balloons.
All of the children in the bus did get home to dinner.

Validity, Reliability, and Normative Data:

The tests were administered to 160 children in grade one and 160 children in grade two. In order to ensure a representative sample of cloze test items, grade one pupils completed between 26 and 106 cloze blanks. The number of items completed by pupils at the second-grade level ranged from 111 to 129. First grade pupils obtained a mean proportion score of 0.329 on the cloze tests with a standard deviation of 0.145. Pupils in grade two obtained a mean of 0.357 and a standard deviation of 0.136. Correlations between scores obtained on the experimental cloze tests and the comprehension subtest of the Gates-MacGinitie tests were computed. The correlation coefficient at the first-grade level was 0.738 and at the second-grade level, 0.744. Both scores were statistically significant at the .001 level of confidence, suggesting that the experimental cloze tests are a valid measure of reading comprehension at both the first- and second-grade levels when an oral response is accepted from pupils in grade one.

Ordering Information:

EDRS (ED 091 767)

Related Documents:

Cosens, G.V. "The Effect of Deletion Produced Structures on Word Identification and Comprehension of Beginning Readers." Dissertation, University of Alberta, Edmonton, 1974.

Fagan, W.T. "An Investigation into the Relationship between Reading Difficulty and Number and Types of Sentence Transformations." Dissertation, University of Alberta, Edmonton, 1969.

Category: Reading

Title: Recognition of Linguistic Structures

Author: Robert W. DeLancey

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose: To determine to what degree the reader's awareness or recognition of certain structural aspects of written English is a factor in his comprehension of what he reads.

Date of Construction: 1962

Physical Description: Four word classes (nouns, verbs, adjectives, adverbs) were selected for assessing children's awareness of the structural aspects of written language. Word classes are defined in syntactical or formal terms rather than in semantic terms. That is, the word class is defined in terms of its possible environments. For example, one environment of the noun class is NV (*men work*). Each item in the test consists of two sentences. The first sentence contains nonsense words identifiable as to form class by syntactic patterning, inflectional contrasts, derivational contrasts, structure word indicators, or any combination of these clues. The second sentence contains a blank and from among four word choices the pupil is to select his answer. In terms of structural analysis of the two sentences and the formal characteristics of the choices presented, only one of the four words will be able to fit into the blank.

We were vadable bons, and femish lars were dirful vols.

I nopped the _____ , and they fodded me.
vadable femish lars dirful

Validity, Reliability, and Normative Data:

Nonsense words were used so that form classes must be recognized from structural cues and not from lexical meaning. The root syllables for the nonsense words were chosen in terms of their ease of pronounceability. Other than the nonsense words, only a basic list of less than 150 words was used. These were conjunctions, prepositions, and so on. To ensure uniformity of sentence items, only statement patterns were used, and these were balanced in terms of simple, compound, and complex sentence types. To control for readability, a special formula which could cope with nonsense words and which was devised by the author was used. Form B was constructed as comparable as possible to Form A. Reliability was calculated by administering both forms two weeks apart. The correlation obtained between scores of both forms was .825. The norm data were obtained from 316 grade five students and 261 grade nine students. Means for

these grades, respectively, were 22.63 and 31.38. Difficulty and discrimination indices were obtained and are included with the test.

Ordering Information:

EDRS (ED 091 755)

Related Documents:

DeLancey, R.W. "Awareness of Form Class as a Factor in Reading Comprehension." Dissertation, Syracuse University, 1962.

Category: Reading

Title: S-N Auditory Discrimination Test (SNADT)

Author: Sister Mary Therese Gavin

Age Range: Pre-School (It is possible that this test could be used with children in the primary grades.)

Description of Instrument:

Purpose: To appraise the ability of children to discriminate fine differentiations of stop and nasal sounds in minimal word-pair items.

Date of Construction: 1970

Physical Description: Based on research findings (Cosens, 1968) which suggested that stop and nasal sounds were difficult to discriminate by some children in their beginning years of school, items on the SNADT were limited to stop and nasal sounds. The major criteria for choice of test items were position of sounds in words, selection of sound contrasts, and selection of word contexts. (1) Stops and nasal sounds /p, t, k/; /b, d, q/; /m, n, ŋ / are studied in initial and final positions preceding or following simple vowel sounds in all conceivable combinations. (2) The contrasts studied are: bilabial-bilabial, alveolar-alveolar, velar-velar, bilabial-alveolar, alveolar-velar, bilabial-velar. (3) Short words in which the sound contrasts would be most distinct are used. A combination of two phonemes would not allow for sufficient juxtaposition of vowel environments and consequently sequences of phonemes of the CVC type are used. The initial form of the SNADT consisted of 425 minimal word-pair items, 75 like word-pairs and 350 unlike word-pairs. After completion of a pilot study, 250 items, 61 like word-pairs and 189 unlike word-pairs, were retained in the test. The revised test consists of five sub-tests, each containing 50 word-pair items. Administration of the SNADT is similar to that of the Wepman Auditory Discrimination Test. Unlike the Wepman, the examinee is seated facing the examiner. The examinee listens to the word-pair items presented on the tape recorder and responds verbally as to whether the words are alike or different. To ensure the child's understanding of the testing procedure and to ascertain the child's knowledge of alike or different sounds, the subject is given some general practice before the playing of the tape recording. Three practice word-pair items are presented to the child at the beginning of the tape recording to allow the child to become accustomed to the testing situation. All responses which indicate the child's expression of alike or different are accepted. To avoid factors of fatigue and inattentiveness the child is not required to complete two subtests in succession.

98 Validity, Reliability, and Normative Data:

Normative data were derived from 100 kindergarten children and the same children six months later in grade one. Total scores on the SNADT in kindergarten ranged from 0 to 233 with a mean score of 165.23 and in grade one from 59 to 241 with a mean score of 198.69. Mean total scores of subtests also increased consistently over the six-month period. Means on total subtest scores in kindergarten ranged from 30.90 to 34.78, and in grade one from 38.75 to 40.14. As in total test score and subtest score results, difficulty indexes for any word-pair item revealed an increase in the ability of pupils from kindergarten through grade one to discriminate between the specific sound contrasts included in the SNADT. Content validity is established for the test and is dependent upon the definition of auditory discrimination. All minimal word-pairs require hearing fine discriminations of stop and nasal sounds. As stop and nasal sounds are considered to be middle frequency tones having between 1400 and 3200 double vibrations per second, test items require hearing the differences between a pair of phonemes within the same frequency as well as within the environment of the same vowel sounds. Choice of test items was based on the research of Miller and Nicely (1955), Cosens (1968), and Oberg (1970). The reliability coefficient based on the Kuder-Richardson Formula 20 and calculated on the results of 100 subjects in kindergarten and grade one was .98.

Ordering Information:

EDRS (ED 091 740)

Related Documents:

Cosens, G.V. "An Experimental Study of the Effect of Training in Auditory Discrimination on Reading Achievement in Grade One." Thesis, University of Alberta, Edmonton, 1968.

Gavin, Sister Mary Therese. "The Impact of Phonological Environment upon Auditory Discrimination of Word-Pairs and Its Relation to Beginning Reading." Dissertation, University of Alberta, Edmonton, 1972.

Miller, G.E., and Nicely, P.A. "An Analysis of Perceptual Confusions among Some English Consonants." *Journal of the Acoustical Society of America* 27 (1955): 338-352.

Oberg, A. "Auditory Discrimination Ability of Children in Kindergarten, Grades One, Two, and Three." Thesis, University of Alberta, Edmonton, 1970.

Category: Reading/Writing

Title: Syntactic Density Score (SDS)

Author: Lester S. Golub

Age Range: Primary, Intermediate, Junior High, Senior High, Post-Secondary–Adult

Description of Instrument:

Purpose: To determine the syntactic density of the oral and written discourse of students in grades 1-14, as well as that of reading materials selected for students.

Date of Construction: 1973

Physical Description: The SDS can be hand tabulated; however, a computer program is available which can determine the score from any corpus of material typed into the computer. Practice exercises, as illustrated, plus aids for tabulation, are available from the author. Factors that affect readability and, therefore, increase the syntactic density score of a piece of writing include higher frequencies of complex sentences, long subordinate clauses, prepositional phrases, expanded verbs, possessives, and adverbs of time–all in addition to the usual considerations of vocabulary and sentence length. Below is a sample passage:

I was not formally introduced to the lemming. I have since learned, however, that his family name was *Lemmus Lemmus,* of the family Microtinae. He was five inches long and covered with tawny yellow fur. He did not run away when he saw us. But backed up against a birch root and looked as fierce as he could, which was not very fierce.

We squatted down to look at Lemmus, slapping away at the mosquitoes, which were eating our knees through our trousers, while Lemmus looked fiercely back at us. He seemed a rational enough creature.

Yet the lemming legend, Gustafson told me, is quite true. The lemmings breed very fast, and when there are too many of them for the amount of food they can find in the district, they all set off to go somewhere else. They travel toward the lower-lying land and the distant sea, and on the way they eat anything that is handy to be eaten, which is mostly stuff that the people of those parts would prefer to eat themselves. Lemmings are vegetarians, so they do not actually eat the cows, but the cows have to get along on what the lemmings leave.

The lemming hoarde is understandably unpopular. On its journey, which may take many months, it is attacked and set upon from all sides.

The tabulation sheet: BEST COPY AVAILABLE

Variable No.	*Variable Description*	*Loading*	*Freq.*	*vlxf*
	Total no. of words		203	
	Total no. of T-units		16	
1.	Words/T-unit	.95	12.7	12.1
2.	Subordinate clauses/T-unit	.90	.87	.78
3.	Main clause word length (mean)	.20	8.2	1.64
4.	Subordinate clause word length (mean)	.50	6.3	3.1
5.	Number of modals	.65	5	3.2
6.	Number of *Be* and *Have* forms in the auxiliary position	.40	5	2.0
7.	Number of prepositional phrases	.75	18	13.5
8.	Number of possessives	.70	4	2.8
9.	Number of adverbs of time	.60	3	1.8
10.	Number of gerunds, participals, absolute phrases (unbound modifiers)	.85	2	1.7
	Total			42.62
	Syntactic Density Score (Total divided by No. of T-units)			2.7
	Grade Level Conversion			4.0

Grade Level Conversion Table

SDS	.5	1.3	2.1	2.9	3.7	4.5	5.3	6.1	6.9	7.7	8.5	9.3	10.1	10.9
Grade Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Validity, Reliability, and Normative Data:

The final paper on the development and validation of the SDS is still in progress.

Ordering Information:

EDRS (ED 091 741)

Further Information:

Lester S. Golub
Professor of English Education
145 Chambers Building
The Pennsylvania State University
University Park, Pennsylvania 16802

Category: Reading

Title: The Jewell High School Reading Comprehension Test

Author: Cedric B. Jewell

Age Range: Senior High

Description of Instrument:

Purpose: To assess the reading comprehension ability of high school students.

Date of Construction: 1969

Physical Description: Passages of 100-200 words were chosen from provincial authorized textbooks on four subject areas–English, mathematics, social studies, and science. Administration of the Dale-Chall readability formula ensured that the passages were at ninth-tenth and eleventh-twelfth grade levels of difficulty. Items were constructed to test the subskills found by Lennon, on the basis of factor analysis of 30 studies of comprehension tests, to be the four components of "comprehension tests" that may be measured reliably. These subskills are: (1) a general verbal factor–close to the scores on the verbal parts of some IQ tests; (2) comprehension of explicitly stated material–understanding of the literal meaning, as in the ability to follow directions; (3) comprehension of implicit or latent meaning–as in inference or prediction; and (4) "appreciation"–as in understanding the intent of the author, sensing mood, or recognizing literary devices such as personification. The words used in the items and in the alternate items were all taken from the authorized texts. The order of the correct answers was established by random selection.

Twelve passages, each with eight multiple-choice questions, were piloted in May 1967 with one average class from each of grades ten, eleven, twelve. A second and extended draft of the test was developed and contained 138 items. Further discussion with experienced teachers, reading specialists, and administrators regarding suitability of format, type of item, length, timing, and general acceptability resulted in a reduction to 81 items. The relevant recommendations contained in *Standards for Educational and Psychological Tests and Manuals* were followed for the construction of the test and administrative instructions. This version of the test was administered to 92 grade ten, 74 grade eleven, and 94 grade twelve students. Items for the final draft of the test were based on an item analysis of the second administration and the opinions of a panel of judges who rated each item on a five-point scale. The majority of items chosen were at the 50 percent level of difficulty and not outside the 20-80 percent range. No item with a validity index lower than .20 was chosen as a final test item. The final test consisted of 44 items.

102 **Validity, Reliability, and Normative Data:**

Normative data are derived from 1052 students in grades, ten, eleven, and twelve who were chosen proportionately from academic and nonacademic streams. The mean, standard deviation, and standard error of measurement respectively for each grade are as follows: grade ten, 19.95, 7.42, 3.07; grade eleven, 20.91, 7.57, 3.09; grade twelve, 24.60, 7.66, 3.02. Percentile ranks for raw scores are also given. Content validity was established for the test through the method of selecting and the sources of the reading passages; the method of construction; a study of standardized tests used in the high schools of the province; opinions of local teachers, reading specialists, and administrators for decisions regarding format; length, timing, and general suitability of the test; and evaluation by a panel of judges. Homogeneity or internal consistency was assessed through item analysis to discriminate between the upper and lower halves of the students tested on the basis of their total raw scores. Average item validity for the final test for grade ten is .35, for grade eleven, .35, and for grade twelve, .36. Average item difficulties per grade are as follows: grade ten, 45.86; grade eleven, 48.26; grade twelve, 56.77. Reliability coefficients for each of the three grades and for the total group, respectively, are .83, .84, .84, .85.

Ordering Information:

EDRS (ED 091 769)

Related Documents:

Jewell, C.B. "A Reading Comprehension Test for Senior High School Students in Large Urban Areas in Alberta, Canada." Dissertation, University of Oregon, 1969.

Lennon, R.T. "What Can Be Measured?" In *Test Service Bulletin*, No. 99, pp. 1-2. Yonkers-on-Hudson, N.Y.: Harcourt Brace and World, 1962.

Category: Reading

Title: Experimental Test of Piagetian Concrete Operations in a Reading Format

Author: Joseph C. Kretschmer

Age Range: Primary, Intermediate

Description of Instrument:

Purpose: To assess (1) the ability of subjects to apply concrete operations, which according to Inhelder and Piaget (1964) and Piaget (1967) form the basis for child thought between ages 7 and 11, to data in a reading format, and (2) to determine if there is any difference with regard to type of paragraph (classificatory or serial, additive or multiplicative) or the type of question (easy or hard, intension-based or extension-based).

Date of Construction: 1972

Physical Description: The test consists of four short paragraphs. Each paragraph establishes one of the following operations: (1) an additive classification, (2) a multiplicative classification, (3) an additive series, or (4) a multiplicative series. In order to insure conformity for the paragraphs, each paragraph is from 43 to 51 words in length, discusses relationships among a group of boys and girls, contains no words (except names) that were not on the Dale List of 3000 Familiar Words, and has an average of 5.7 sentences with an average sentence length of 8.15 words. As measured by the Dale-Chall Readability Formula, the readability is at a grade four level.

The questions, like the paragraphs, are divided into dichotomous categories: (1) easy intension-based, (2) easy extension-based, (3) hard intension-based, (4) hard extension-based. An item was judged easy depending on the number of logical steps between assumptions in additive hierarchies or the number of properties or ordered difference scales in multiplicative hierarchies. A hard item was judged difficult by the same two criteria. Items that emphasize intension present the properties (of a class) or the relation (of a series) in the stem of the question. Items that emphasize extension present or list the elements (objects or classes) of the class or series in the stem of the question. The subjects are asked to read each story and then circle the best answer. Following is a sample item:

I have five good friends. Bert lives right next door to me. Carol lives farther away than Bert. Jill lives even farther away than Carol. Dana lives farther away than Carol, but closer than Scott. I have to take a bus to his house.

1. Carol lives
   a farther away than Jill and Bert.
   b farther away than Dana and Jill.

c closer than Scott and Bert.
d closer than Bert and Jill.
e No answer is right.

2. Who lives farther away than Dana?
   a Jill
   b Bert
   c Scott
   d Carol
   e No answer is right.

3. Who lives closest to me?
   a Scott
   b Jill
   c Dana
   d Bert
   e No answer is right.

4. Carol
   a lives closer than Dana.
   b lives farther away than Jill.
   c lives closer than Jill.
   d lives farther away than Dana.
   e No answer is right.

5. Dana lives farther away than
   a Jill, Carol and Bert.
   b Bert and Scott.
   c Jill and Scott.
   d Carol, Jill and Scott.
   e No answer is right.

Validity, Reliability, and Normative Data:

The instrument was administered to 60 third graders and 60 sixth graders in Columbus, Ohio, elementary and middle schools. Third graders, as a group, averaged a 45 percent success level, and sixth graders averaged about 65 percent. The Horst Modification of the Kuder-Richardson Reliability Formula 20 revealed coefficients of .736 for the third-grade population and .837 for the sixth-grade population.

Ordering Information:

EDRS (ED 091 764)

Related Documents:

Inhelder, B., and Piaget, J. *The Early Growth of Logic in the Child.* New York: The Norton Library, 1964.

Kretschmer, J.C. "Measuring Reading Comprehension." Dissertation, Ohio State University, 1972.

Kretschmer, J.C. "Measuring Reading Comprehension" (abstract). *Reading Research Quarterly* 9 (1974): 224-226.

Kretschmer, J.C. "Toward a Piagetian Theory of Reading Comprehension." *Reading World*, in press.

Piaget, J. *Six Psychological Studies*. New York: Vintage Books, 1967.

Thorndike, E.L. "Reading as Reasoning: A Study of Mistakes in Paragraph Reading." *Journal of Educational Psychology* 8 (1917).

106 **Category**: Reading

Title: Sentence Interpretation Test (SIT)

Author: Peter S. Little

Age Range: Intermediate

Description of Instrument:

Purpose: To measure the ability of children to identify the meanings of structurally ambiguous or unambiguous sentences of English.

Date of Construction: 1972

Physical Description: The test consists of 40 lead sentences: 10 with surface structure ambiguity, 10 with underlying structure ambiguity, and 20 which are unambiguous. For each of these lead sentences three interpretative sentences were constructed, one, two, or all three of which gave a meaning of the lead sentence. An example of a complete test item is given below.

	GIVES A MEANING	DOES NOT GIVE A MEANING
Boys like ice cream better than girls.		
(a) It is ice cream that boys like better than they like girls.	_____	_____
(b) Boys like ice cream better than girls like boys.	_____	_____
(c) Boys like ice cream better than girls like ice cream.	_____	_____

The construction of the lead sentences for the SIT was based upon an analysis of the syntactic structures that occurred in the structurally ambiguous sentences used by MacKay (1966), MacKay and Bever (1967), and Jurgens (1971). This analysis revealed that the types of syntactic structures in which the ambiguity was located differed absolutely between those sentences classified as containing surface structure ambiguity and those classified as containing underlying structure ambiguity. Provision was made for these types of structure to occur equally in all types of sentences included in the tests. Five main structures for both types of sentences were identified:

Surface Structure Ambiguities

1. *Adjective + Noun + Noun*—where the element Noun + Noun may be interpreted as a compound noun, in which case the Adjective modifies the second Noun in the compound noun, or where both Nouns are distinct, in which case the Adjective modifies the first Noun (e.g., He was an American art expert.).
2. *Adverb/Adjective*—where one word which may function as either an Adverb or an Adjective may be interpreted alternately (e.g., The blue dress particularly interested her.).
3. *Prepositional Phrase*—where the Prepositional Phrase may be

interpreted as modifying either a preceding noun or a preceding verb (e.g., He painted the picture on the patio.).

4. *Adjective + Noun$_1$ + and + Noun$_2$*—where the Adjective may be interpreted as modifying only Noun$_1$ or, by a common-elements transformation, as modifying both Noun$_1$ and Noun$_2$ (e.g., Little boys and girls enjoy watching fireworks.).
5. *Noun$_1$ +Noun$_2$*—where one Noun immediately following another in a terminal string may be interpreted as either a compound noun or two separate nouns (e.g., He told her baby stories.).

Underlying Structure Ambiguities

1. *Infinitive*—where the infinitive may be interpreted as "transitive" with an unspecified object or as "intransitive" with "be" deleted (e.g., The lamb is too hot to eat.).
2. *Verb+ing + Noun*—where Verb+ing may be interpreted as part of a verbal or as an adjective modifying the following Noun (e.g., He disliked visiting relatives.).
3. *Genitive Construction*—where the genitive may be interpreted as deriving from an underlying structure of the form That + Determiner + Noun + Verb + Something or from an underlying structure of the form That + Determiner + Noun + be + Verb (e.g., The manager's selection was announced.).
4. *Infinitive + Verb+ing*—where Verb+ing may be interpreted either as part of the verbal containing the Infinitive or as a nominalization which functions as the object of the Infinitive (e.g., The police were asked to stop drinking.).
5. *Comparative Deletion*—where the deleted elements in a comparison may be interpreted as being either the Subject + Verb of the sentence or the Verb + Object of the sentence (e.g., Boys like tennis better than girls.).

As a basis for constructing the lead sentences, those structures characteristic of surface structure ambiguity were randomly paired with those characteristic of underlying structure ambiguity.

Pairing	*Structure Characteristics of Surface Structure Ambiguity*	*Structure Characteristics of Underlying Structure Ambiguity*
1.	Adj + N + N	Infinitive
2.	Adv/Adj	Ving + N
3.	Prep Phrase	Genitive
4.	Adj + N_1 + and + N_2	Infinitive + Ving
5.	N_1 + N_2	Comparative Deletion

Forty lead sentences were then constructed such that there were eight lots of five sentences each. Two of each of the eight lots were surface structure ambiguities, two were underlying structure ambiguities, and four were unambiguous. These were designated as Types 1 to 8 according to the nature of the structures that they contained. A summary of the basic structural design of these eight types of sentences and the SIT item numbers corresponding to each type are given below.

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Sentence Type	*Sentence Structure Design*	*Test Item No's*
1	surface structure ambiguity + unambiguous structure characteristic of underlying structure ambiguity	10,26,27,33,37
2	underlying structure ambiguity + unambiguous structure characteristic of surface structure ambiguity	4,16,18,39,40
3	unambiguous instances of these structures occurring in Type 1 sentences	3,6,11,21,35
4	unambiguous instances of these structures occurring in Type 2 sentences	5,7,15,25,30
5	surface structure ambiguity + optional structure	9,13,17,19,20
6	underlying structure ambiguity + optional structure	1,2,22,28,31
7	unambiguous instances of these structures occurring in Type 5 sentences	8,12,23,32,38
8	unambiguous instances of these structures occurring in Type 6 sentences	14,24,29,34,36

Other considerations which affected the construction of these lead sentences and which were controlled were sentence length, vocabulary, grammatical and semantic acceptability, and the consistency with which these sentences could be classified as ambiguous or unambiguous by mature native speakers of English. Three other sentences were then constructed for each lead sentence such that either one, two, or all three of these sentences gave a paraphrased meaning of the lead sentence. For all ambiguous lead sentences, two of the three sentences gave a meaning, representing both interpretations of the ambiguity. To avoid any overt pattern to the number of correct responses for each item, this number was varied for the unambiguous sentences. Thus, for the unambiguous lead sentences constructed to parallel the syntactic complexity of those lead sentences containing surface structure ambiguity, four were randomly assigned to have only one of the three interpretative sentences give a meaning, four more were assigned to have all three of the interpretative sentences give a meaning, and the remaining two were assigned to have two of the three interpretative sentences give a meaning. The same procedure was followed for the unambiguous sentences constructed to parallel the syntactic complexity of those lead sentences containing underlying structure ambiguity. Each of these interpretative sentences was constructed such that the least possible change was made in the wording of the lead sentence to represent the required meaning. In no instance were any content words introduced into the interpretative sentences that did not occur in the lead sentence. The ordering of the interpretative sentences was randomized for each lead sentence, and the lead sentences themselves were randomized with the exception that no two pairings of the same type were permitted to immediately follow one another. This precaution was taken as it was felt that two sentences of

similar structure occurring together might influence the interpretation of each other.

Validity, Reliability, and Normative Data:

Normative data were obtained from 60 grade five students (30 boys and 30 girls). The means for the total test, unambiguous sentences, ambiguous sentences, surface structure ambiguities, underlying structure ambiguities (with the possible scores in brackets), respectively, were: 17.78(40), 11.97(20), 5.85(20), 3.48(10), 2.37(10). Face validity is claimed for the SIT and is discussed under the following headings: (a) structurally ambiguous sentences differ from unambiguous sentences, (b) sentences with surface structure ambiguity differ from sentences with underlying structure ambiguity, (c) sentences that are paraphrases of each other have the same deep structure, (d) the students' choice of the correct interpretative sentences for the lead sentences indicates that they have recovered the deep structures and thus the meanings of that lead sentence, (e) vocabulary is carefully controlled, (f) the sentences are grammatically and semantically acceptable as adjudged by a panel of mature, educated, native speakers of English and again borne out by the pilot study and interview. Reliability was calculated by the split-half method. The resultant correlation was .722 which, when corrected by the Spearman-Brown Prophecy Formula, increased to .839. In 1973 Montague used the SIT in a research study and revised three of the items (11, 14, 24). The three revised items are listed at the end of the test.

Ordering Information:

EDRS (ED 091 715)

Related Documents:

Jurgens, J.M. "Perception of Lexical and Structural Ambiguity by Junior and Senior High School Students." Dissertation, George Peabody College, 1971.

Little, P.S. "An Investigation into the Relationship between Structural Ambiguity and Reading Comprehension." Thesis, University of Alberta, Edmonton, 1972.

MacKay, D.G. "To End Ambiguous Sentences." *Perception and Psychophysics* 1 (1966): 426-436.

MacKay, D.G., and Bever, T.G. "In Search of Ambiguity." *Perception and Psychophysics* 2 (1967): 193-200.

Montague, M.J. "The Relationship of Sentence and Contextual Ambiguity to Reading Comprehension." Thesis, University of Alberta, Edmonton, 1974.

110 **Category**: Reading

Title: 1. Tests of Anaphoric Reference—Multiple Choice Format (TAR-MC)

2. Tests of Anaphoric Reference—Cloze Format (TAR-C)

Author: Larry A. Miller

Age Range: Primary

Description of Instrument:

Purpose: To investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse. In the TAR-C, the subject was required to supply a substitute, while in the TAR-MC, the subject had to identify the antecedent.

Date of Construction: 1973

Physical Description: A review of literature and an analysis of basal readers for frequency indicated three predominant categories of pronominal reference of the anaphoric type. Four stories were drawn from basal readers and modified so that these categories of pronouns were represented in proportion to their numbers which occurred in the basal readers. That is, 60 percent of the pronouns were of the category 1 type, with 20 percent for each of the other two categories. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. The distance between the antecedent and anaphora was counted in terms of "propositions" and was varied so that one half were separated by 0-2 propositions and half by 3-5 propositions. Other story modifications, such as avoiding the identification of sex stereotyping character roles, were also made.

Two passages (one with two antecedents and one with four antecedents) are tested by means of multiple-choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple-choice items, with each item containing four choices. Of the 48 items, 40 test the antecedent-anaphora relationship, whereas the remaining are used as distractor items so that the subjects will not develop a "set" for pronoun type questions. In the story with two antecedents, two additional characters (which do not enter into an antecedent relationship) are introduced to provide enough plausible answers in the multiple-choice items. The children are first given the story to read. Upon completion of the story the children's attention is focused on a particular anaphora in a given line or other word in the case of distractor items (the lines of the stories are numbered). They are then directed to look at the choices in the test and to choose the answer which means the same as the word in the line to which they have been directed. This procedure is followed until all items are completed.

The cloze or TAR-C tests were constructed on the two remaining passages. Fifty words were deleted to ensure validity, as has been suggested in research literature. As in the multiple-choice tests a number of items test words other than pronouns, for the purpose of avoiding "set."

Validity, Reliability, and Normative Data:

Normative data were obtained from 100 subjects in grade two who were divided equally between reading achievement and sex. Content validity was established for the construction of the stories and for the multiple-choice items. Validity for the cloze is based on research for this instrument. Reliability for the two forms of the cloze (TAR-C) was established by a test-retest. Coefficients were .93 and .84 for Forms 1 and 2, respectively. Split-half reliability was calculated for the TAR-MC, and, when corrected for length, the coefficients for Forms 1 and 2, respectively, were .80 and .77.

Ordering Information:

EDRS (ED 091 768)

Related Documents:

Miller, L.A. "An Investigation into the Relationship of Anaphoric Reference and Reading Achievement of Grade Two Children." Dissertation, University of Alberta, Edmonton, 1974.

112 **Category**: Reading

Title: The Contextual Ambiguity Test (CAT)

Author: Mikell Montague

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose: To measure the effect of context on the ability of students to disambiguate structurally ambiguous sentences.

Date of Construction: 1973

Physical Description: This test consists of twenty items, ten of which are based on the surface structure ambiguities of the Sentence Interpretation Test (SIT)–see Little. The following criteria were established for the construction of the *CAT:* (1) *Item Selection*–The twenty ambiguous sentences from the SIT were used in their exact form, in order to minimize the effect of the lexical items. (2) *Ambiguous Meaning*–Each sentence was embedded in one paragraph which constrained the meaning so that only one of the possible interpretative paraphrases held true. (3) *Vocabulary*–The vocabulary level of the lexical items of the paragraph was controlled so that only words listed in Carroll's *Word Frequency Book* (1971) as occurring in reading material of grade five students or below were used. (4) *Natural Situation*–In order for the paragraphs to stimulate naturally occurring reading situations, the ambiguous sentences in many cases became clauses in longer sentences. However, every effort was made to minimize the use of syntactic structures which, according to Robertson (1966) and Fagan (1970), hinder reading comprehension, while at the same time striving for the most natural-sounding diction. In addition, the position of the ambiguous sentence within the paragraph was varied so that a set for the ambiguous sentence in a certain position would not be established. (5) *Paragraph Length*–To be sure that unequal length of paragraphs did not bias the person taking the test, a consistent paragraph length of sixty, plus or minus ten, was maintained. This length was sufficient for providing natural-sounding contextual situations for each ambiguous sentence, while at the same time the total length of the test was reasonable for completion within a 30-minute period. (6) *Test Format*–Following the directions for and an example of the test, the items were presented so that the previously ambiguous sentence was underlined, followed by the same interpretative sentences which occurred in the SIT. Two test items appeared on a page, so that no item was divided between two pages. (7) *Grammatical and Semantic Acceptability and Effectiveness of Constraints on Ambiguity*–All test items were submitted to two groups of people. Fifteen mature native speakers of English were invited to complete the test and make comments as to the grammatical and semantic acceptability of all the paragraphs as well as the effectiveness of each

paragraph in constraining the structurally ambiguous sentence contained therein so that only one of the possible meanings was obvious. In addition, a class of eighteen grade six students was administered the test, and their answers were recorded. The children were invited to comment on those items for which they had found two sentences which gave a meaning for the underlined (structurally ambiguous) sentence or on those items which they found particularly confusing. Items which were universally marked correctly by the adult sample were maintained unchanged. Items which were marked correctly by fewer than ten adults were revised for greater clarity and additional constraint. For items which fell between the parameters of ten to fifteen correct responses from the adult sample, the comments of the adults were considered in the light of the actual performance of the sample of children, and changes were made in cases where they appeared to be justified. The revised items were then re-submitted to a smaller group of the adult sample for final approval.

The instructions for the test contain one example of a structurally ambiguous sentence which is underlined and embedded in a paragraph which constrains its meaning to only one of the possible meanings. The students are instructed to read each paragraph carefully and then read each of the three interpretative sentences which follow. They are to indicate whether each interpretative sentence gives a meaning for the sentence or part of a sentence which is underlined by placing a check (✓) by each interpretative sentence under a column "GIVES A MEANING" or under a column "DOES NOT GIVE A MEANING."

Example: Sam was given a set of oil paints for his birthday. He immediately set up his easel in the living room and began to sketch the view from the front window. His mother found him there and began yelling about not getting paint on her new carpet. So *Sam painted the picture in the kitchen,* with frequent visits to the living room to check the details of the view.

		GIVES A MEANING	*DOES NOT GIVE A MEANING*
(a)	Sam painted the picture that was in the kitchen.	_____	_____
(b)	What Sam painted was the picture of the kitchen.	_____	_____
(c)	It was in the kitchen that Sam painted the picture.	_____	_____

Validity, Reliability, and Normative Data:

Normative data are available from 30 grade six and 30 grade seven pupils. The mean scores for the total test, surface structure ambiguities, and underlying surface ambiguities for the grade six pupils are 12.80, 5.73, and 7.07 respectively, and for the grade seven pupils,

114 12.50, 4.97, and 7.53. Content validity is established for the test and is discussed under eight criteria. On the basis of data collected from 30 grade six students and 30 grade seven students, interval reliability as measured by the Kuder-Richardson Formula 20 is .768.

Ordering Information:

EDRS (ED 091 717)

Related Documents:

Fagan, W.T. "An Investigation into the Relationship between Reading Difficulty and Number and Types of Sentence Transformations." Dissertation, University of Alberta, Edmonton, 1969.

Little, P.S. "An Investigation into the Relationship between Structural Ambiguity and Reading Comprehension." Thesis, University of Alberta, Edmonton, 1972.

Montague, M.J. "The Relationship of Sentence and Contextual Ambiguity of Reading Comprehension." Thesis, University of Alberta, Edmonton, 1974.

Robertson, J.E. "An Investigation of Pupil Understanding of Connectives in Reading." Dissertation, University of Alberta, Edmonton, 1966.

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Category: Reading

Title: Linguistic Analysis Worksheet

Author: Fillmore K. Peltz

Age Range: Senior High

Description of Instrument:

Purpose: To test the effect upon comprehension of repatterning passages from a tenth-grade social studies text by approximating the syntactic patterns found in a transformational analysis of the writing of the tenth-grade subjects expected to read the text.

Date of Construction: 1971

Physical Description: Thirty-four subjects were asked to write 1000 words of prose dealing with social studies content. The writing was segmented into T-units, and a "synopsis of clause to sentence length factors" was derived. Each of the approximately 2500 T-units generated was analyzed by means of a Linguistic Analysis Worksheet used to quantify the frequency of use of each of 51 different transformations. The derived data were reduced to a mean representing the number of times each transformation was generated per 100 T-units generated by the subjects. Eight social studies passages, consisting of approximately 125 T-units, were subjected to identical analysis. Means were then computed which projected a proportional approximation of the subjects' use of each transformation had they written the 125 T-units. The passages were repatterned, and 16 cloze comprehension tests were constructed over each of the eight original and eight repatterned passages. A single multiple-choice test was constructed for both the original and repatterned versions of each of passages two, four, six, and eight. While there was no significant difference in the number of correct responses to the multiple-choice questions, the results showed significantly more correct responses to cloze items based upon the repatterned passages.

LINGUISTIC ANALYSIS WORKSHEET

_____ Student Number __ __ Composition Number ____ T-unit Number

T-unit _____

_____

_____

1. ____ Words in T-Unit

	I. *SIMPLE TRANSFORMATIONS*	EXAMPLE
2. ____	There-Verb-Subject	There was a bird in the tree.
3. ____	It-Verb-Subject	It is my home.
4. ____	Nominative-Direct Object-Verb Passive	Money was given to the boy.
5. ____	Nominative-Indirect Object-Verb Passive	The boy was given money.

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6. ____	Question	Are you going to the game?
7. ____	Negation	He did not see the mirage.
8. ____	Negation-shift	(I advised him not to go.) I didn't advise him to go.

II. *EMBEDDING TRANSFORMATIONS*

A. Noun Replacement

(1) Nominal Clauses

9. ____	That + Sentence as Subject	*That I am failing* disturbs me.
10. ____	That + Sentence as Object	I believe *that he is right.*
11. ____	(That) + Sentence as Object	I know (that) he is diligent.
12 ____	Wh + Sentence as Subject	*What he has learned* pleases me.
13. ____	Wh + Sentence as Object	I know *what annoys him.*
14. ____	Wh + ever as Subject	*Whatever is silly* amuses him.
15. ____	Wh + ever as Object	She says *whatever comes to mind.*

(2) Nominal Phrases

16. ____	Infinitive as Subject	*To appear on TV* is exciting.
17. ____	Infinitive as Object	I tried *to answer.*
18. ____	Gerundive as Subject	*Tom's hot rodding* worried Mother.
19. ____	Gerundive as Object	Selma resented *his complaining.*
20. ____	Derived Noun Phrase as Subject	*The handsome driver* was rude.
21. ____	Derived Noun Phrase as Object	He arrested *the reckless speeder.*
22. ____	Prepositional Phrase as Subject	*On the mantle* is where it belongs.

B. Noun Expansion

(1) Relative Clauses

23. ____	Relative Clause (Be)	I admire Tom, *who is a scholar.*
24. ____	Relative Clause (Have)	The book, *which had no index,* proved useless.
25. ____	Relative Clause (Verb)	The boy, *who scored the goal,* was cheered.
26. ____	Adverbial Clause of Time	You may go (at the time) *when you wish.*
27. ____	Adverbial Clause of Place	You may go (to that place) *where you wish.*
28. ____	Adverbial Clause of Manner	You may travel (in the manner) *how you choose.*
29. ____	Adverbial Clause of Motive	You may tell (the motive) *why you did it.*

(2) Post-Noun Relative Phrases
(Derived in the reduction of relative clauses.)

30. ____	Prepositional Phrase	The boy (who was) *on the field* scored yesterday.
31. ____	Genitive Phrase	The sound (which is) *of the bell* startles him.
32. ____	Participial Phrase	The boy (who is) *frightened by the bell* is pale.
33. ____	Infinitive	He is the man (who is) *to go.*
34. ____	Infinitive Phrase	Mary is the one (who is) *to go home.*
35. ____	Appositive Phrase	John, (who is) *the doctor,* is my friend.

(3) Relative Words

36. ____	Adjective	*a handsome* lad

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37.	____	Participle	a *broken* dish
38.	____	Possessive	*my* ball
39.	____	Participial Compound	the *full-blown* argument
40.	____	Adjunct in Endocentric Compound Noun	green*house*
41.	____	Adverb	the man *outside*

C. Extraposition

42.	____	The clause insertion	There is so much hatred *that they cannot agree.*

III. *CONJOINING TRANSFORMATIONS*

A. Conjunctions Joining Independent Clauses

Left	/Right	(Branching)	
____ 43.	____	Additive	and
____ 44.	____	Adversative	but

B. Conjunctions Joining Dependent Clauses

Left	/Right	(Branching)	
____ 45.	____	Causal	because
____ 46.	____	Conditional	if
____ 47.	____	Concessive	although
____ 48.	____	Illative	from
____ 49.	____	Purposive	for
____ 50.	____	Disjunctive	or
____ 51.	____	So	
____ 52.	____	Then	

Validity, Reliability, and Normative Data:

None available.

Ordering Information:

EDRS (ED 091 739)

Related Documents:

Peltz, F.K. "The Effect upon Comprehension of Repatterning Based on Students' Writing Patterns." Dissertation, Hofstra University, 1971.

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118 **Category**: Reading

Title: Primary Reading Attitude Index

Author: Annelle Powell

Age Range: Primary

Description of Instrument:

Purpose: To measure changes in attitudes toward reading for pleasure of groups of students in grades one to three.

Date of Construction: 1971

Physical Description: This instrument consists of 32 items stated in "story" form. Each item is stated on a single page of the student's booklet, which is color coded rather than numbered. Following each statement in the booklet are three faces representing happy, indifferent, and unhappy reactions. The items are read to the group by the administrator and the students are instructed to "Circle the face that shows how you feel." A sample item follows:

You are sitting at home.
You are thinking abut what to do.
You take out a book to read.
Circle the face which shows how you feel.

About 30 minutes are required for the administration of the index.

Validity, Reliability, and Normative Data:

The index was first administered in August 1971 to students in Stanford and Greenwich who had been in the first, second, and third grades the previous year. The revised index was administered to 82 subjects—24 first graders, 26 second graders, and 32 third graders—in Jefferson, Georgia, during the fifth week of the 1971-72 school term. In order to establish content validity, the items were initially submitted to professors of children's literature and reading. Suggestions made by these professors were considered and revisions were made. In the 1971 administration, an item analysis was performed on the 57 items, and 32 having high discriminating power were retained. An item analysis on the 1971-72 administration showed that 26 items had indices of discrimination above .40. The other 6 had indices below .40 but not low enough to be rejected. Reliability for the revised index was determined by the split-halves method for each grade level. The reliability coefficient was .85, which increased to .92 when the Spearman-Brown Prophecy Formula was applied.

Ordering Information:

EDRS (ED 091 738)

Category: Reading

Title: Intermediate Reading Attitude Index

Author: Annelle Powell

Age Range: Intermediate

Description of Instrument:

Purpose: (1) To measure attitudes toward reading at any specific point and (2) to measure changes in attitudes toward reading.

Date of Construction: 1971

Physical Description: This instrument was based on "An Inventory of Reading Attitude" devised by the Department of Education in San Diego, California. The San Diego instrument, devised for use with students in grades one to six, included 25 questions with alternate answers of "Yes" and "No." The items, each in question form, were stated in affective terms, for example, "I like to read. . . ." Whereas "liking to read" is essentially attitude, statements in such terms do not describe any behavioral activity. Another limitation of the San Diego inventory involved the limited choice of answers. "Yes/No" alternatives may be very direct, but they disregard the child who is somewhere between "Yes" and "No." Furthermore, a radical change in attitude may be necessary to convert one's answer from "No" to "Yes." It is possible that a child could experience a change in attitude, but that change may not be great enough to elicit a change in response. The 25 items on the San Diego inventory were selected from 114 items after a pilot study was conducted and item analysis revealed the 25 items as having the greatest discriminating power. These 25 items were modified for the Intermediate Reading Attitude Index in such a way that they were restated in behavioral terms and in declarative statement form. The "Yes/No" answers were replaced by a five-point scale ranging from "almost always true" to "almost never true." Each statement is read twice while the students read it silently. They are given the following instructions:

Circle "1" if the statement is true for you almost all the time.
Circle "2" if the statement is true for you much of the time.
Circle "3" if the statement is true for you about half the time.
Circle "4" if the statement is true for you some of the time but not much of the time.
Circle "5" if the statement is just about never true for you.

1. I read before I go to bed 1 2 3 4 5
2. I am a poor reader 1 2 3 4 5

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120 **Validity, Reliability, and Normative Data:**

The form was submitted to a panel of experts (professors of children's literature) as a check on content validity. Comments made by the experts were considered and used for further modification. This form was then administered to a group of fourth-, fifth-, and sixth-grade students who, on the basis of a list of seven criteria, were selected by the teachers as displaying the most positive attitudes toward reading for pleasure, and the least positive attitudes toward reading for pleasure. Validity was checked further by the item analysis technique. Discrimination and difficulty indices were determined for each item, and items having low discrimination were further modified and submitted to a panel of experts for judgment, and were again modified if necessary. The form was then administered to three classes of fifth graders who also had been identified as having the most favorable and least favorable attitudes toward reading for pleasure. The point biserial correlation between students with most favorable attitudes and students with least favorable attitudes was .76. Five items which yielded lower indices of discrimination than were desirable were deleted from the index. The split-halves coefficient also was .76, and when the Spearman-Brown Prophecy Formula was applied, a reliability coefficient of .86 was obtained.

Ordering Information:

EDRS (ED 091 737)

Related Documents:

"An Inventory of Reading Attitude. Improving Reading Instruction." Monograph No. 4. San Diego, Calif.: San Diego County Department of Education, 1961. (ED 028 893)

Category: Reading

Title: 1. Connectives Reading Test

2. Written Connectives Test

Author: Jean E. Robertson

Age Range: Intermediate

Description of Instrument (Connectives Reading Test):

Purpose: To investigate the understanding in reading of connectives, the linguistic form that connects a clause to another clause or some word in it on the printed page.

Date of Construction: 1966

Physical Description: From an analysis of three basal readers for grades four, five, and six, 42 connectives were identified, of which 17 were chosen for further study. Those 17 were selected on the basis of (a) the frequency of occurrence in the basal reader sentences analyzed, (b) the multiplicity of meanings the connectives have, (c) the homographs of the connectives, (d) the findings of previously published research, and (e) the classes to which the connectives belong. In order to select the test sentence frames in which these connectives were to be embedded, the sentences in which the connectives occurred in the basal readers were analyzed. Each sentence was diagrammed according to three basic parts—the noun phrase, the verb phrase, and the sentence modifier—which in turn were analyzed in further detail. Patterns for the test sentences emerged in different ways. The position of the clause was one of the first unique features of the sentence patterns to be revealed. There was also the use of a particular structural feature such as adverb phrase, determiner, tenses, negatives, an object, or a complement which filled out a sentence pattern. In many instances clearly defined patterns did emerge, and, although no exacting and binding measures could be applied to their identification and formulation, the analysis of the sentences did enable test items to be chosen which were patterned after the sentences which children do read in the readers. Of the 199 items which were piloted, 150 which hovered about a difficulty index of 0.500 were retained for the final test. There are a total of 85 single connective items and 65 multi-connective items. Each multiple-choice item contains the correct answer and three alternative answers. Each of the latter was designed to contain a different type of error. The first alternate response uses the connective correctly, giving the smooth transition of meaning to the sentence as the correct answer, but it incorporates a grammatical error of some type. The second alternative answer also endeavors to use the connective correctly, but the situation expressed in that part of the clause following the connective is wrong. The third alternative answer is predicated on the use of an entirely different connective than

the one being tested in the item. A vocabulary control was imposed by using only the first 5000 words from the Thorndike and Lorge List, placing the grade level of difficulty at approximately midpoint in grade five. The students are instructed to read the first part and then to choose the answer which best completes that part.

The dog ran around the house before _____ .
(a) was built of wood
(b) the men even seen him
(c) they lifted it out of the sea
(d) the cat could scratch him

Validity, Reliability, and Normative Data:

Normative data were obtained from 402 subjects (134 in each of grades four, five, and six). The means for these grades, respectively, were 85.45, 98.75, and 113.10. Content validity was established for the test, since the connectives and the sentences in which they were tested were found in the basal readers analyzed. The Kuder-Richardson Formula 20 was used to calculate reliability. Correlation coefficients obtained ranged from 0.962 to 0.974 for grades four, five, and six, and these grades combined.

Description of Instrument (Written Connectives Test):

Purpose: To assess the ability of children to join ideas together with their own choice of connective.

Physical Description: This is a short test of 20 items in which students are asked to complete sentences by filling in the blanks with one word. The sentences in the first 18 items were taken from those which had not been needed for the main study and which had been shown to be both reliable and valid in the pilot study. The last two sentences are part of the Minkus Completion Test in the Revised Stanford-Binet Intelligence Test, 1937 Edition. Each item consists of a sentence in which a blank is left where the connective should have been. The children are instructed to select one word which they feel would best fill in the space (e.g., "He'll plant the field with a machine _____ drops the seeds into the ground," Jack explained to the boys.).

Ordering Information:

EDRS (ED 091 731)

Related Documents:

Robertson, J.E. "An Investigation of Pupil Understanding of Connectives in Reading." Dissertation, University of Alberta, Edmonton, 1966.

Category: Reading

Title: Rystrom Reading Comprehension Test

Author: Richard Rystrom

Age Range: Intermediate

Description of Instrument:

Purpose: To measure specific dimensions of reading comprehension.

Date of Construction: 1969

Physical Description: The items for this test are based on a comprehension model which suggests that comprehension can be defined as six different skill areas: vocabulary (the child must know the meaning of a particular word as it is used in a particular context); syntax (the child must know the meaning of a particular syntactic structure as it is used in a particular context); item recall (the child must remember a specific statement or a group of statements from what he read); item sequence (the child must remember the order in which a series of events occurred within what he read); interpretation (the child must be able to infer an unstated fact from specific information he has read); and evaluation (the child must be able to determine the degree to which a story is consistent with itself and/or with the real world). The test is divided into sections to correspond to each of the above skill areas. The story "Caps for Sale" must be read before the test items are completed. A sample item from each test section is given below. The numbers in parentheses refer to the number of items in each section of the test. There are 57 items in all.

Vocabulary (7)
The *wares* are the
a. caps
b. food
c. animals
d. children

Syntax (10)
Give me back my caps is the same as
a. give me those caps
b. put the caps on my back
c. give back my caps to me
d. give my back a tap

Item Recall (14)
The peddler sold caps that were
a. different colors
b. different shapes
c. all one color

124 *Item Sequence* (19)

These sentences from the story are mixed up. Write a 1 on the line next to the sentence that should be first; write a 2 on the line next to the sentence that should be second; write a 3 on the line next to the sentence that should be third.

_____ 1. The peddler went to sleep for a long time.
_____ 2. He felt the caps on his head to see if they were straight.
_____ 3. He sat down under a tree to rest.

Inference (4)

Why does the peddler carry his wares on his head?

a. so people will see them
b. so his back won't get tired
c. so he can bend over

Evaluation (3)

This story is probably a

a. true story
b. sad story
c. make-believe story

Validity, Reliability, and Normative Data:

The test was administered to 169 fourth graders from the northeastern section of Georgia. Reading levels ranged from non-reading to several years above grade level. Six separate groups were identified—two remedial groups and four groups with a range of reading levels. Mean scores for the groups ranged from 16.2 (a score of 15 was possible by chance) to 31.7. Groups differed in their performance on the six skill areas by degree rather than by type. All groups had least difficulty with item recall and greatest difficulty in identifying the appropriate sequence of items. Test reliability was measured by correlating performance on odd and evenly numbered items. Reliability coefficients for the various groups ranged from .70 to .98 with a mean of .84. Correlation coefficients between the California Reading Test and the Rystrom Reading Comprehension Test were calculated for four of the groups and ranged from .84 to .91. Correlations between scores on individual test sections and the total test scores ranged from .60 to .91—all significant beyond 0.01.

Ordering Information:

EDRS (ED 091 732)

Related Documents:

Rystrom, R. "Toward Defining Comprehension: A First Report." *Journal of Reading Behavior* 2 (Winter 1970): 56-74.

Rystrom, R. "Toward Defining Comprehension: A Second Report." *Journal of Reading Behavior* 2 (Spring 1970): 144-157.

Slobodkina, E. *Caps for Sale*. New York: William R. Scott, Inc., 1947.

Category: Reading

Title: Morpheme Knowledge Test

Author: James F. Shepherd

Age Range: Senior High, Post-Secondary – Adult

Description of Instrument:

Purpose: This test is designed to measure a person's knowledge of Latin roots and prefixes.

Date of Construction: 1973

Physical Description: The most frequently occurring prefixes and Latin roots were determined by examining lists accumulated by past researchers and by examining various dictionaries. The various spellings of the Latin roots and prefixes were analyzed to determine which of them frequently combine to form derivatives. Twenty frequently occurring roots and twenty frequently occurring prefixes were identified, and, on the basis of an item analysis, the most discriminating twelve from each group were retained for the test. The test is untimed. The author suggests that 95 percent of the students should complete it in ten minutes. The students are directed to select the best meanings for prefixes and other word parts. The following is a sample question about the meaning of a prefix.

You are to select the best meaning for "re-"

REceive–REduce–REject
(a) back, again
(b) overly, above
(c) not, opposite
(d) across, beyond

A sample item about the meaning of other word parts is given below.

You are to select the best meaning for "-cede"

conCEDE–preCEDE–reCEDE
(a) to give
(b) to go
(c) to follow
(d) to drive

Validity, Reliability, and Normative Data:

Normative data are derived from the scores of 178 subjects (93 community college students and 85 university freshmen). The mean was 12.77, the standard deviation was 4.2, and the standard error of measurement was 2.1. Content validity was established by relying on the blueprint for the test and by submitting the instrument to the judgment of three language experts. The coefficient alpha reliability as calculated on the normative data was .75.

126 **Ordering Information:**

EDRS (ED 091 730)

Related Documents:

Shepherd, J.F. "The Relations between Knowledge of Word Parts and Knowledge of Derivatives among College Freshmen." Dissertation, New York University, 1973.

Category: Reading

Title: Deep Structure Recovery Test (DSRT)

Author: Herbert D. Simons

Age Range: Intermediate

Description of Instrument:

Purpose: To measure children's skill at recovering the deep structure relationships of sentences.

Date of Construction: 1969

Physical Description: One aspect of what is understood in reading comprehension is the structural relationships of sentences. For example: (a) John is eager to please; (b) John is easy to please. The reader must understand that in the first sentence John is the one doing the pleasing and the person that is pleased is unspecified, while in the second the reader must understand that it is John who is pleased and the person doing the pleasing is unspecified. This information—the underlying structural relationships, that is, the logical subject and logical object of the sentence—is necessary to understand a sentence. There are 25 items in the test, and the children are directed to circle the sentence which has a different meaning.

(a) The boy hit the girl.
(b) The girl was hit by the boy.
(c) The boy was hit by the girl.

Validity, Reliability, and Normative Data:

The test was administered to 87 grade five pupils—42 boys and 45 girls. Means and standard deviations are listed by sex. Content validity is established for the test by stating six assumptions on which the ability to recover deep structure rests and by discussing each assumption with regard to the test. Correlations between the DSRT and cloze tests resulted in a correlation coefficient of .732. A correlation coefficient of .476 was obtained between the DSRT and the Metropolitan Achievement Test: Reading. Reliability was established by the Kuder-Richardson Formula 20, which resulted in a coefficient of .7964.

Ordering Information:

EDRS (ED 091 727)

Related Documents:

Simons, H.D. "Linguistic Skills and Reading Comprehension." Dissertation, Harvard University, 1970.

128 **Category**: Reading

Title: Developmental Patterns in Elemental Reading Skills

Authors: R.G. Stennett, P.C. Smythe, Madeline Hardy, June Pinkney, Ada Fairbairn

Age Range: Pre-School, Primary

Description of Instrument:

Purpose: To measure the normal development of several of the elemental skills which children must acquire if they are to become skilled readers.

Date of Construction: 1969-1973

Physical Description: Between 1969 and 1973, the Research Department of the London Board of Education, with funding from the Canada Council, was engaged in a study of developmental patterns in elemental reading skills. The basic purpose of the project was to isolate, measure, and study the normal development of several of the elemental skills which children must acquire if they are to become skilled readers. A significant aspect of the study was the design and testing of batteries of tests to measure the various reading subskills identified. The battery consists of the following tests: Visual–Visual Language Concepts, Concept of Letters, Letter Orientation, Visual Template, Recognition and Decoding, and Visual Segmentation; Auditory–Auditory Language Concepts, Phoneme Span, Auditory Segmentation, and Auditory Blending; Auditory/Visual–Letter Recognition, Letter Naming, Phoneme-Grapheme-Recognition, and Phoneme-Grapheme-Production; Visual/Motor–Eye Movement-Cancelling, and Eye Movement-Motor Speed; Language Background Interview; Test Behavior and Attitude–Pupil Behavior Reaction Scale; Instructional Exposure–Teacher Inventory; Mastery–Silent Reading (Standardized)-Word Recognition, Silent Reading (Standardized)-Comprehension, Oral Reading (Standardized), and Word Attack.

During test construction and adminstration, attempts were made to control certain variables which might interfere with the accurate measurement of the child's ability. These are as follows:

1. In order to minimize clues which might reinforce correct response patterns, responses were recorded according to criteria other than correct/incorrect (e.g., a plus for a "yes" response rather than a plus for a correct response).
2. In order to elicit positive and negative responses equally, (a) the child was required to verbalize a "no" response as well as a "yes" response; (b) items were pointed out individually by the examiner (where possible) so that the child was required to look at each one; and (c) simple motor responses (button pushing) were used where

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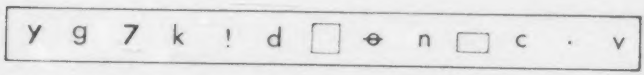
oral responses might become tiresome and repetitive.

3. In order to maximize the child's understanding of the test requirements, test instructions were phrased very simply and many examples were used.
4. The number of sensory channels both in the stimulus given and the response required was minimized.
5. In order to reduce the feelings of failure which many children must experience, they were told before each test that some items would be "too hard" and that "you might not be able to do all of them."

Descriptions of the Tests

Visual Language Concepts: Subtest I tests knowledge of 19 visual language concepts related to a book while Subtest II tests knowledge of 21 visual language concepts related to words. In Subtest I the child is required to recognize several book-related concepts, for example, page, cover, letter. Given a primary reader and a selected page in that reader, he is asked to identify 19 elements, for example, "Show me the *back* of the book." In Subtest II, the child is required to make motor responses to demonstrate his knowledge of the first 11 word-related concepts, for example, "Make a *circle around* the truck," "Put the baby *above* the bird." For the remaining items, the child is again presented with visual material and is asked to indicate the pictures, words, or parts of words in order to demonstrate his understanding of the concept being tested, for example, "Show me the *last* picture," "Show me the *middle* of this word."

Concept of Letters: This test is in two forms, upper and lower case. In each form, the 26 letters are presented to the child on a printed response sheet, randomly mixed with 26 other symbols, including punctuation marks, numbers, geometric shapes, and other symbols. The examiner tells the child that some of the marks on the paper are real letters and some are not. Pointing to each in turn, he asks the child to make a Yes/No decision, recording only the positive responses.



Letter Orientation: Each letter of the alphabet in both upper and lower case print is presented on an octagonal plastic chip 1/8 inch thick. A board with six raised lines representing a lined page is placed before the child. The letter chips are scattered face down in front of him, and he is asked to pick up one at a time and put it "right side up" on the lined board. The concept "right side up" has previously been taught using chips displaying houses, trees, and other familiar objects.

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Visual Template: The 26 letters of the alphabet are randomized and presented five times to the child, in printed booklets, each subset of 26 in progressively more mutilated state. Five seconds are allowed for the child to respond with a letter name, and the test is discontinued when over half the letters in a subset are failed. The child responds either orally with a letter name, or by pointing out a letter from an available chart *after* the stimulus is removed. Since children tend to have trouble understanding the concept "pictures of letters with some parts missing," examples using partial pictures of common objects with transparent overlays which dramatically complete these pictures help the child grasp the concept.

Visual Word Recognition and Decoding: In the Word Recognition Test, 75 sets of letters of two, three, and four letter lengths are projected by carousel projector on a rear projection screen at the maximum rate of one every three seconds. Only fifteen of these are real words; the remainder are nonsense syllables. The child is asked to respond "yes" or "no" depending on whether or not he thinks the stimulus set is a real word.

1. he 2. imb 3. wiht 4. oll

For the Decoding Test, the sets of letters identified (either correctly or incorrectly) as real words on the Visual Recognition Test are presented one at a time. The child is asked to tell what each one says. These tests were designed to be analyzed according to several different criteria: (a) they offer a measure of the extent to which a child has developed a sensitivity to letter order; (b) they are a type of sight vocabulary test; (c) they offer a measure of the perceptual habits of the child, that is, his tendency to be reflective or impulsive in his approach to word recognition and decoding.

Visual Segmentation: This 30-item test is composed of 15 five-letter and 15 seven-letter combinations. Each five-letter combination contains a digraph (two adjacent letters) which occurs in the English language, while the seven-letter items each contain a trigraph. The digraphs and trigraphs are placed equally in the initial, middle, and final positions. The remaining letters in each item are selected so that

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all other combinations, save for the target digraph or trigraph, are of very low frequency of occurrence. The test items are presented for a maximum of ten seconds each, by means of a carousel projector and rear projection screen. The child is given a long handled fork with two prongs spaced far enough apart to bracket the digraph or trigraph. The examiner asks him to use the fork to indicate the two or three letters he "remembers seeing before as part of a real word."

Digraphs	1. c fr pd
	2. in p w u
Trigraphs	1. per jidb
	2. npmk ous

Auditory Language Concepts: This test is made up of seventeen subtests, each of which assesses the child's grasp of a specific auditory concept considered important in learning to read. Because of its length, it is administered in two sections. The examiner tells the child to listen for a particular concept, such as "word." The child then hears a number of examples of words, interspersed with other sounds such as letter names, letter sounds. He is asked to indicate the words by means of the simple motor response of pressing a button which lights a small bulb within the examiner's range of vision. The response of button-pressing to indicate answers is a new one to most children and requires careful explanation and practice, using examples until the child has mastered the technique.

Phoneme Span: The child is presented with tape-recorded sets of phoneme strings which vary in length from two to five phonemes. Five subtests each include one category of sound (e.g., consonants, digits, short vowels, long vowels, and multiply represented consonants) and are each limited to five randomly used examples of that category of sound. Each subtest is made up of four sets of increasing length, with three trials in each set. This test originally included the four categories of phonemes intermingled, but it was felt desirable to separate them to be able to compare the influence of the memory component in reproducing sequences of sound, and the results were used to statistically partial out this source of variability, leaving "familiarity" as the probable chief variable.

Consonants	*no*	*to*		
	to	*no*	*do*	*ran*
Digits	4	1		
	1	4	2	3
Short Vowels	*ill*	*add*		
	add	*ill*	*up*	*odd*
Long Vowels	*ile*	*ale*		
	ale	*ice*	*cube*	*old*
Mult. Rep. Consonants	*gun*	*cat*		
	cat	*gun*	*zip*	*jug*

Several attempts were made to construct a test which would better assess the child's acquisition and strength of an auditory concept or "template" for each of the common phonemes. Embedding the different target sounds in varying degrees of white noise produced unsatisfactory results; measuring latency of responses in simple repetitions of nonsense syllables with target phonemes embedded was also unsatisfactory. The latest attempt, successfully pilot-tested for variability, is a test of auditory template strength in which a taped voice presents a phoneme, followed by a string of six nonsense syllables (CVC's and VCV's) in three of which is embedded the target phoneme. The child is asked to indicate the presence of the target items by pressing a button with attached light bulb. Statistical analysis of the pilot results shows no correlation with phoneme span results, but some positive correlation with certain measures of reading mastery.

The child's auditory concept development for the common phonemes is regarded by the authors as a very important subskill. An abbreviated form of the Phoneme Span test is probably the most satisfactory measure of this skill presently available. However, further developmental work in this area is required.

1.	j	jat	gur	ado	lej	oji	nir
2.	â	ile	âdo	jât	ibo	miz	idâ

Auditory Segmentation: This test consists of three subtests of fifteen items each—sentences into words, words into syllables, and words into phonemes. The words in all tests were chosen on the basis of familiarity and ease of articulation. The child hears each stimulus sentence or word from the tape recorder and is asked to repeat it and then "say it in parts." For example:

John likes candy	—	John . . . . . likes . . . . . candy
over	—	o . . . . . ver
each	—	ea . . . . . ch

Before each subtest, the child is given practice in segmenting items similar to those on the test.

Auditory Blending: This 40-item test consists of three subtests—compound words to words, syllables to words, and phonemes to words. The child hears each stimulus set of word parts from the tape recorder and is asked to put the parts together to make a word. Before each subtest, the child is given practice in blending items similar to those on the test. The earliest version of the test contained only two item types, that is, syllables to words and phonemes to words. In this original test, also, the phonemic composition of the items was carefully controlled, with careful attention paid to the number and arrangement of the various elements—vowels, consonants, blends, digraphs, etc.—in each item. This procedure was somewhat nonproductive in analysis due to the small number of items in each

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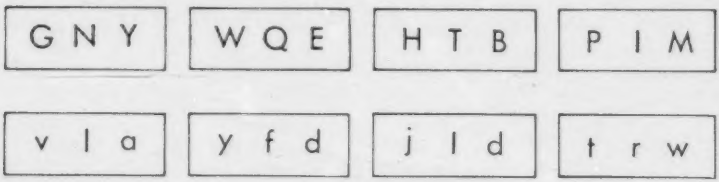
category available for purposes of comparison. Analysis of results suggests that the ability to blend compound words may be a different ability than that assessed by the rest of the test and should, therefore, be omitted.

high	-	way
but	-	ter
s	-	ee

Letter Recognition (Allographs): The test is presented in two subsets, one of upper case and one of lower case print. Eighty boxes, each containing three letters, are presented to the child, and a different target letter is requested each time. The child must indicate by saying "yes" or "no" whether the target is one of the three letters in the box. If the target letter is present, he is to mark it with his pencil. The three letters in each box were chosen to be as visually dissimilar as possible in order to minimize the visual discrimination requirements of the test.



Letter Naming: The child is shown, one at a time, each letter of the alphabet printed in primary type and is asked to give its name. Upper and lower case letters are given in separate subtests, and a maximum of three trials may be given.

Phoneme-Grapheme Recognition: Thirty-three sets of five graphemes are shown separately to the child by means of a carousel projector and rear projection screen. After each set is presented, the child immediately hears a tape-recorded phoneme and is asked to "point to the letter that makes that sound." The position of the correct response is randomly assigned among the five available positions. In order to minimize the visual discrimination requirements of the test, graphemes representing incorrect responses are selected so that they are as visually dissimilar to the correct grapheme as possible. The child's score is the number of correct phoneme-grapheme associations made in three trials.

	Trial 1	Trial 2	Trial 3
g	i g u t r	l u g t r	i u t g r
y	l a y c q	y a l c q	a l q c y

Phoneme-Grapheme Production: The child is presented with each of the 26 (lower case) printed letters of the alphabet in random order and is asked, "What sound does this letter make?" The eight letters which represent more than one sound (a, e, i, o, u, c, s, g) are repeated with the question, "Can you think of *another sound* that this letter sometimes makes?" Responses are recorded phonetically by the examiner. In its initial formulation this test required recognition rather than production of a sound. The child was presented with a taped sound and a projected letter and was asked to indicate whether or not the sound he heard "went with" the letter he was being shown. Three presentations of the 33 letters were made, each letter being paired with its correct phoneme on only one of the three presentations. The present form of the test, requiring production rather than recognition, appears closer in nature to the decoding process as it actually occurs in reading.

Eyemovement-Cancelling: This test consists of two pages of small stick figures spaced randomly in several straight rows. They are introduced to the child as "boys" and the target boys are identified as having "something in their hands," while the others do not.

The child is asked to put a mark with his pencil through each of the target figures, using left to right progression as in reading sequence. A record is kept of each time the left to right sequence is reversed or a line is skipped. A time limit of 40 seconds is given. This test was created in an attempt to find a substitute for eyemovement photography as a valid method of measuring simple oculomotor skills. The stick figures were arranged and designed so that cognitive, discriminative, and gross motor requirements would be minimized, and the major source of variability in performance would be related to simple oculomotor skill. Subsequent studies concluded that psychomotor tests such as this probably could not be used as substitutes for direct eyemovement measures. However, the test does provide a measure of visual motor performance and was included in the present battery to further explore the relationships of visual motor performance to other elemental skills involved in learning to read.

Eyemovement-Motor Speed: This test consists of two pages of small stick figures spaced randomly in several straight rows. They are introduced to the child as "boys," and he is asked to put a mark with his pencil on every boy, using left to right progression as in reading sequence. A record is kept of each time the left to right sequence is reversed, or a line is skipped. A time limit of 40 seconds is given. This motor task does not require the discrimination necessary for the

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cancelling test, and performance is therefore a purer measure of psychomotor speed and eye-hand coordination.

Language Background Interview: This structured interview was developed on the basis of the Gray and Klaus scheme in order to explore the home environmental factors related to the development of reading skills. It was designed to compare high and low socioeconomic status groups of children for 60 variables, including the quantity of media stimulation in the home and the quality of verbal interaction between mother and child. A measure of mean sentence length was also obtained as an indicator of the child's general language development. There are five major sections (responses to the first 2 sections are recorded by the examiner; the remainder of the interview is tape-recorded):

1. Questions dealing with exposure to non-human stimulation in the home ("Do you watch T.V.? Do you go to the library?").
2. Questions dealing with the types of interaction a child has with his various family members ("Who teaches you the most new things?").
3. This section consists of showing the child a picture and asking him to talk about it for two or three minutes. The object is to obtain a measure of general language development.
4. This section explores the amount and kind of verbal reinforcement in the home (Does a child's mother typically respond to him in a verbal or nonverbal fashion? Is her response specific or general?).
5. The questions in this section were designed to elicit perceptions of the expectations the child's mother and teacher have for him concerning his actions in school (Is behavior or learning stressed?).

The specific relationships between the home environmental variables and the results of the tests of reading skill are outlined by Caccamo in an unpublished thesis.

Pupil Behavior Reaction Sheet: At the end of each testing session the examiner evaluated the child's attitude and behavior during the session and recorded these judgments on a series of six rating scales. Variables such as attention, impulsivity, and rapport with the examiner were included.

136 *Teacher Inventory:* In any study of developmental patterns, it is necessary to attempt to differentiate between the effect of natural growth and that of instruction. With the cooperation of the nine classroom teachers involved in the study, an instructional inventory was developed. The inventory, which contained items related to all areas of the pre-reading and reading programs, was completed by the teachers at the end of each month. During the hour required for completion of the inventory, one of the test administrators involved in the study took responsibility for the classes, in turn. The teachers were asked to indicate concepts to which the children had been exposed, not those which they had mastered. Information reported by the teachers was summarized at three intervals: October, February, and June.

Word Attack: This 73-item test is divided into six subtests of varying length. The target items are nonsense words which the child is asked to decode. Both response and latency of response are recorded. Five of the subtests are designed to measure three main word analysis skills: comparison to known words; structural analysis (compound words, little words in big, and root words, prefixes, suffixes, and inflectional endings); and phonic analysis and phonic generalizations. The child is first taught that most of the words he is going to see will be "funny" words, that is, nonsense words. He is asked to "try and figure out what they say." After each test, a more specific inquiry is made for each nonsense word to which a response was given. The remaining subtest contains items from each of the other subtests in random order and is designed to assess the child's flexibility in his word attack strategy. In this subtest only, the child is required to explain how he knew what the nonsense word said ("How did you figure out what that one said?").

Since the completion of the 1971-72 testing, pilot testing of a revised and expanded version of the Word Attack Test has been undertaken. The subtest for compound words was deleted, because there was not sufficient variability of performance among the subjects. The subtest on phonic generalizations and analysis was divided into two subtests and each was expanded. Two new tests, "Add, Delete and Rearrange" and "Sound Substitution," were added. The other two tests were both expanded, and an item analysis was done on all the items within the revised test battery. The instructions and the administration of the tests were altered and simplified. Suggestions for converting the individual tests to group test format are given by the author and may be obtained with the tests.

Validity, Reliability, and Normative Data:

The tests have been administered to varying numbers of children in kindergarten to grade four between the years 1969 and 1973. On the basis of findings, tests were frequently modified before being readministered. Data on the results of the various test administrations

may be found in the related documents listed below. Validity for the tests appears to be of two main types—content and concurrent. Prior to construction of the tests an exhaustive review of existing scientific knowledge about beginning reading was made. By 1972 at least 1500 relevant research studies had been reviewed by the research team and analyzed in terms of the skills required for mastery in beginning reading. The various tests were constructed to reflect a knowledge of these skills. The relationship between scores on the tests constructed and a mastery of beginning reading was established by correlating results on the Developmental Patterns in Elemental Reading Skills with a standardized oral reading and a standardized silent reading test.

Ordering Information:

EDRS (ED 091 719)

Related Documents:

Caccamo, V.D. "SES Environmental Process Variables and Elemental Reading Skills." Dissertation, University of California, Berkeley, 1973.

Gray, S.W., and Klaus, R.A. "An Experimental Preschool Program for Culturally Deprived Children." *Child Development* 36 (1965): 887-898.

Hardy, M. "Fads and Fallacies Surrounding Beginning Reading Skills." Paper presented at Reading '72, York University, February 1972.

Hardy, M. "Instructional Strategies in Beginning Reading." Mimeographed. London, Ontario: Board of Education.

Hardy, M.; Smythe, P.C.; Stennett, R.G.; and Wilson, H.R. "Developmental Patterns in Elemental Reading Skills: Articulation." *Special Education in Canada* 47 (1972): 13-18.

Hardy, M.; Smythe, P.C.; Stennett, R.G.; and Wilson, H.R. "Developmental Patterns in Elemental Reading Skills: Phoneme-Grapheme and Grapheme-Phoneme Correspondences." *Journal of Educational Psychology* 63 (1972): 433-436.

Hardy, M.; Stennett, R.G.; and Smythe, P.C. "Auditory Segmentation and Auditory Blending in Relation to Beginning Reading." *Alberta Journal of Educational Research* 19 (1973): 144-158.

Hardy, M.; Stennett, R.G.; and Smythe, P.C. "Concepts, Instructional Strategies and Research in Beginning Reading." *Proceedings, O.E.R.C.*, December 1970.

Hardy, M.; Stennett, R.G.; and Smythe, P.C. "Development of Auditory and Visual Language Concepts and Relationship to Instructional Strategies in Kindergarten." *Elementary English* 51 (1974): 525-532.

Hardy, M.; Stennett, R.G.; and Smythe, P.C. "Word Attack: How Do They 'Figure Them Out?' " *Elementary English* 50 (1973): 99-102.

138 Smythe, P.C.; Hardy, M.; Stennett, R.G.; and Wilson, H.R. "Developmental Patterns in Elemental Reading Skills: Phoneme Discrimination. *Alberta Journal of Educational Research* 18 (1972): 59-67.

Smythe, P.C.; Stennett, R.G.; Hardy, M.; and Wilson, H.R. "Developmental Patterns in Elemental Reading Skills: Knowledge of Upper-Case and Lower-Case Letter Names." *Journal of Reading Behavior* 3 (1971): 24-33.

Smythe, P.C.; Stennett, R.G.; Hardy, M.; and Wilson, H.R. "Developmental Patterns in Elemental Reading Skills: Visual Discrimination of Primary-Type Upper-Case and Lower-Case Letters." *Journal of Reading Behavior* 3 (1971): 6-13.

Stennett, R.G.; Smythe, P.C.; and Hardy, M. "Language Background, Guessing, Mastery, and Type of Error in Beginning Reading." *Alberta Journal of Educational Research* 18 (1972): 180-189.

Stennett, R.G.; Smythe, P.C.; and Hardy, M. "Statistical•Methods of Approach to the Elucidation of the Hierarchical Organization of the Subskills Involved in Beginning Reading." Mimeographed. London, Ontario: Board of Education.

Stennett, R.G.; Smythe, P.C.; and Hardy, M. "Visual Perception of Word Chunks and Beginning Reading." *Canadian Journal of Behavioral Science* 5 (1973): 280-289.

Stennett, R.G.; Smythe, P.C.; Hardy, M.; and Wilson, H.R. "Developmental Patterns in Elemental Reading Skills: Upper-Case Lower-Case Equivalences." Mimeographed. London, Ontario: Board of Education, 1971.

Stennett, R.G.; Smythe, P.C.; Hardy, M.; and Wilson, H.R. "Developmental Trends in Letter-Printing Skill." *Perceptual and Motor Skills* 34 (1972): 183-186.

Stennett, R.G.; Smythe, P.C.; Hardy, M.; and Wilson, H.R. "A Method for Analysing the Grapheme-Phoneme Structure of Primary Reading Text: Preliminary Findings." *Journal of Reading Behavior* 2 (1970): 263-280.

Stennett, R.G.; Smythe, P.C.; Hardy, M.; Wilson, H.R.; and Thurlow, M. "Developmental Patterns in Elemental Reading Skills; Preliminary Report." Paper presented at Reading '71, York University, 1971.

Stennett, R.G.; Smythe, P.C.; Pinkney, J.; and Fairbairn, A. "The Relationship of Eyemovement Measures to Psychomotor Skills and Other Elemental Skills Involved in Learning to Read." *Journal of Reading Behavior* 5 (1973): 1-13.

Stennett, R.G.; Smythe, P.C.; and Thurlow, M. "A Pilot Investigation of the Relationship of Eyemovement Measures to Letter-Printing and Other Elemental Skills Involved in Learning to Read." *Special Education in Canada* 45 (1971): 27-30.

Category: Reading

Title: Cloze Procedure

Author: Wilson L. Taylor

Age Range: Primary, Intermediate; Junior High, Senior High, Post-Secondary Adult

Description of Instrument:

Purpose: To measure effectiveness of communication. It has been most widely used as a measure of reading comprehension.

Date of Construction: 1953

Physical Description: The cloze was first seen as a measure of the readability of a passage. How the cloze works as such a measure is perhaps best explained by the author:

> . . . The first step is to "mutilate all the samples." This is done by choosing a mechanical system of deleting the same number of words from each; words are either "counted out"—every fifth one, for example, might be deleted—or they are deleted by use of a table of random numbers.
>
> The mutilated passages are then mimeographed or otherwise reproduced, with all missing words replaced by standard-size blanks. Subjects are asked to "close up the gaps" in the passages by guessing the identities of the missing words and writing their guesses in the corresponding blanks.
>
> Each time a subject correctly guesses a missing word, he scores one point; his "cloze score" for any particular passage is simply the total number of missing words that he guesses correctly. The scores of individual subjects are then added together, and the total cloze score of the group is allocated to the passage concerned.
>
> The passage that scores the largest total of correct guesses is considered "most readable" for the group of subjects used—and most readable for the kind of population that group represents. The passage that scores the next largest cloze score is "next-most readable," and so on.
>
> The next step in the development of cloze procedure concerned itself not with the readability of written materials themselves, but with the comprehension of these materials by the readers. If the statement that a passage is "readable" means that it is "understandable," then the scores that measure readability should measure comprehension too.
>
> It was thought that the number of missing words any individual guesses correctly may indicate how well he, personally, is able to understand the passage at hand. The better he understands the meaning—despite mutilation of the form in which that meaning is

expressed—the better should be the subject's chance of guessing what words will completely restore the passage to its original form.

Further, because learning depends on the comprehension and retention of new information, and because comprehension itself depends on both native intelligence and how much one already knows, it seemed that cloze scores might quantify more than just comprehension; they might also measure intelligence, existing knowledge and success in learning and remembering. (Taylor, 1956, pp. 43-44.)

Taylor (1956) also indicates that the method can be applied to auditory as well as visual communication, and to languages other than English (p. 42).

Validity, Reliability, and Normative Data:

Considerable research has been carried out on the validity and reliability of the cloze and extensive bibliographies have been compiled. Those listed below represent only some of the literature available.

Ordering Information:

Available only in *Journalism Quarterly*.

Related Documents:

Bormuth, J.R. "Cloze Readability Procedure." CSEIP Occasional Report, No. 1. Los Angeles: University of California, 1967.

Bormuth, J.R. "Cloze Tests as Measures of Readability and Comprehension Ability." Dissertation, Indiana University, 1962.

Robinson, R.D. *An Introduction to the Cloze Procedure*. Newark, Del.: International Reading Association, 1972.

Taylor, W.L. "Recent Developments in the Use of Cloze Procedure." *Journalism Quarterly* 33 (1956): 42-48.

Category: Reading

Title: Letter Directionality Test
Word Directionality Test
Sentence Directionality Test

Author: Brian T. Twohig

Age Range: Pre-School, Primary

Description of Instrument:

Purpose: To measure the subject's ability to discriminate between alphabetic letters varied over three spatial dimensions (left-right, vertical, and combination left-right and vertical).

Date of Construction: 1972

Physical Description: Ten letters of the alphabet were selected for the following reasons: (1) the letter was assymetrical in order that it could be drawn in different spatial orientations without becoming an actual match of itself (i.e., b-d versus v-v); (2) each letter when spatially transformed matched another letter (n-u) or closely approximated another letter (h-y). Each letter is represented in two items and is tested when the letters are in isolation, in the context of words, and in the context of words in sentences. The tests can be administered in groups and take about twenty minutes to complete. The pupils are instructed to put their finger on the first letter (word, sentence) and to find a letter (word, sentence) just like it and put a mark through it with a pencil.

Letter Directionality:

q g d p g b

Word Directionality:

weh nib weh wey wed wep

Sentence Directionality:

Sit on the chair.
Sit on the chair.
Sit in the shade.
Sit on the chair.
Sif on the chair.
Sit on the chair.

Validity, Reliability, and Normative Data:

Normative data are based on the performance of 30 boys and 30 girls who were completing grade one. Means and standard deviations are provided for scores obtained and for times taken to complete the test, for high, average, and low readers. Content validity is discussed for the

142 test. Letters were rotated so that they represented the dimensions "left-right," "vertical," and "combination left-right and vertical." The order of test items was randomized as was the order of letters in words and sentences. Correlations between test scores and word accuracy scores on the Neale Analysis Test of Reading Ability were .33, .13, .56, .48, for letters, words, sentences, and total, respectively. All coefficients except the second were significant at the .01 level. The split-half method was used to establish reliability for the test. When corrected by the Spearman-Brown formula for length, the coefficients were .66, .41, .90 for letters, words, and sentences, respectively.

Ordering Information:

EDRS (ED 091 724)

Related Documents:

Twohig, Brian T. "An Investigation into the Relationship between Body Directionality, Letter Directionality, and Reading Achievement of Grade One Children." Thesis, University of Alberta, Edmonton, 1972.

Category: Reading

Title: Identification of Simple and Compound Vowels by First Graders

Author: Ouida T. Wright

Age Range: Primary

Description of Instrument:

Purpose: To determine whether by structuring and sequencing monosyllabic CVC, CVVC, and CVCe English words in two different patterns, administered with the same controlled procedures, boys and girls in grade one would be facilitated in detecting, identifying, and discriminating among single vowels and their combined forms; in associating them with their specific pronunciations; and in transferring this knowledge to other words and other compound vowels after a limited but intensive period of treatment.

Date of Construction: 1970

Physical Description: Basically there were two pretests, two experimental treatments, and two posttests (one pretest and posttest being common). The first pretest was designed to test knowledge of simple vowels. This criterion was devised and administered on the assumption that knowledge of simple vowels is a reliable index of a pupil's readiness to learn compound vowels and may even be a prerequisite of this skill. All the vowels (a, e, i, o, u) were included in CVC words which formed minimal pairs for a total of 40 words. The second pretest also served as one posttest and was the prime criterion for selection of the sample and evaluation of the treatments. The words for this pretest were selected on the basis of their frequency of occurrence and their utility in current usage in the American English lexicon. The compound vowel units (digraphs) *ea, ai, ee,* and *oa* were used. The last of these was not included in the treatments and was intended to serve as a means of testing the ability of the pupils to apply any generalization they may have formed to other compound vowel units. A wide variety of consonants was included. As the reading programs which the children were following emphasized consonants in the first grade, it was possible to vary the environments of the simple and compound vowel units in order to test precise knowledge of the appropriate pronunciations. However, "r" and "w" in final position and "r" in disjunctive (CVCe) forms were excluded because of the well-known modification of vowel sounds in such environments. The children were, therefore, exposed to a sample of words which were highly regular in structure as well as in pronunciation. In other words, there was an almost perfect orthographic-sound relationship. Four words were selected for each simple and compound vowel and for the a-e, i-e, o-e patterns for a total of 48 words. There were two posttests. The pretest of 48 monosyllabic CVC, CVVC and CVCe words

(described above) was used as the prime criterion for evaluating the treatments. In addition, a separate test of 24 synthetic words was devised to include all the vowels and vowel combinations on the first list. Only two words in each category were selected and the list was made only half as long as the first posttest to reduce the incidence of inattention during the testing period. The same constraints were used as for the regular English words.

Treatment materials consisted of sequences of CVC, CVVC, and CVCe words arranged so as to help the pupils to observe the similarities and differences in the structure and pronunication of each type of word and to arrive at a generalization to aid in pronouncing other words like them. Two series of materials were devised, one for each of two experimental treatments. There were two sessions in each experimental treatment condition and two sequences were devised for each session. The words for each session were arranged in sets of four pairs. The words were typed in lower case to prevent the children from including the capital letter as a difference in the words presented to them. All the words used in the tests and treatments were typed double-spaced on white bond paper or on 8" x 5" white file cards, with an Underwood primer typewriter having a typescript very similar to that of the print used in the schools in which the experiment was conducted. The letters were retraced with a fine felt-tipped black pen to produce a clear legible appearance.

Validity, Reliability, and Normative Data:

Content validity was assured by the use of frequency and utility data in the selection of the test items. As another measure of validity, correlations were calculated between the scores on the English words and those on the synthetic words–the assumption being that if the tests are measuring skill in identifying and pronouncing the vowel combinations in monosyllabic CVC (mat), CVVC (soap), and CVCe (bone) words, rather than, for example, memory of certain aspects of the training sessions, then the scores on both tests should correlate highly. The correlations for the scores for the control and two experimental groups, respectively, were .90, .88, and .80. The reliability coefficients for the pretest-posttest scores for the English words for the control and two experimental groups, respectively, were .97, .93, and .94; similar coefficients for the synthetic words were .79, .78, and .79. Data on the difficulty of particular items on the posttests are reported in the findings.

Ordering Information:

EDRS (ED 091 765)

Related Documents:

Wright, O.T. "Identification of Simple and Compound Vowels by First Graders." Dissertation, Cornell University, 1970.

Standard English as a Second Language or Dialect

H. Baetens Beardsmore, A. Renkin
147 A Test of Spoken English

Frederick H. Brengelman, John C. Manning
150 Linguistic Capacity Index

Jersey City State College; Vineland School District; National Consortia for Bilingual Education
153 Parent Questionnaire on Bilingual Education

Walter Loban
155 Categories for Tallying Problems in Oral Language

Arlene Mantell
157 Test of Language Judgment

*Thomas C. McNamara, James E. Ayrer, Irvin J. Farber
34 Semantic Differential Scales for Use with Inner-City Pupils

Diana S. Natalicio, Frederick Williams
159 Questionnaire for Evaluators of Black Language Samples; Questionnaire for Evaluators of Mexican American Language Samples

Robert L. Politzer, Mary R. Hoover
161 Standard Discrimination Test

Richard C. Rystrom
165 Rystrom Dialect Test

*Reviewed in *Language Development* section.

Category: Standard English as a Second Language or Dialect

Title: A Test of Spoken English

Authors: H. Baetens Beardsmore and A. Renkin

Age Range: Post-Secondary–Adult

Description of Instrument:

Purpose: To test the degree of accuracy, fluency, and intelligibility in spoken English in a manner which will produce information similar to that which could be obtained by an interview technique, while at the same time being more objective and less time-consuming.

Date of Construction: 1971

Physical Description: The test is used at the Institute of Phonetics of the University of Brussels in order to determine a student's level of proficiency for placement in audio-oral English language courses. The aim of instruction is an active and practical working knowledge of English, not the production of language specialists. Because intelligibility is the goal, minor defects of pronunciation, accentuation, and intonation are ignored insofar as they do not alter the meaning of the communication. The test is based upon the idea of fictitious dialogue. The student reacts to specific and grammatically correct stimuli which determine the response to be provided. He participates in the dialogue with a tape-recorded voice so as to establish his ability to manipulate spoken language in an active way that simulates interview behavior. The test items were selected in order to leave little scope for variations in the answers. Items were tried on a variety of native speakers, including young children. Item content was based on contrastive analyses of the two languages involved and on what was considered basic to an elementary knowledge of spoken English. Questions were avoided which brought into play the level of intelligence or general knowledge of the student. Before each section of items, instructions are given in the native language. Examples of English responses are then provided. The following are illustrations of the basic abilities tested:

---

1. The manipulation of numbers and dates, e.g.,
   S: Tell me when you were born?
   R: I was born on the fifth of January, 1950.

2. The correct use of adverbs, e.g.,
   S: What do you usually drink at breakfast?
   R: I usually/normally drink tea at breakfast.

3. The ability to provide simple personal factual information, e.g.,
   S: How did you come here today?
   R: I came by tram/on foot/in my father's car.

4. The ability to agree with a speaker using the basic tenses of regular and irregular verbs (this usage of the verb was a criterion employed throughout the test), e.g.,
   S: I liked that novel, did you?
   R: Yes, I did.

5. The ability to express disagreement with a speaker, e.g.,
   S: Will you be in on Sunday?
   R: No, I won't.

6. The ability to put a question to a speaker, e.g.,
   S: Ask me if I've been to Spain.
   R: Have you been to Spain?

7. The ability to indicate comprehension of a sequence of events or the relationship between cause and effect, e.g.,
   S: She bought a ticket, then she caught the train; what did she do before she caught the train?
   R: She bought a ticket.

8. The use of the simple past tense of irregular verbs and the natural use of personal pronouns in dialogue, e.g.,
   S: Did you meet my sister?
   R: Yes, I met your sister yesterday.

9. The correct use of the conditional, e.g.,
   S: She won't do any work because she's tired. And if she wasn't tired?
   R: She'd do some work.

10. The correct use of the perfect conditional, e.g.,
    S: She wouldn't have seen him because he didn't arrive on time; and if he'd arrived on time?
    R: She'd have seen him.

A printed correction sheet is available which provides the most probable answers. The criterion to be adhered to in evaluating responses is intelligibility to the native speaker. Administration requires seventeen minutes, scoring approximately five minutes.

Validity, Reliability, and Normative Data:

Available statistical data refer to the first 30 test items and not to the two final test sections consisting of 10 items. The degree of difficulty and discriminatory power of each item was estimated and expressed as a mark varying from 0 to 100 on a linear scale. An average item difficulty of 50.77 and an average discrimination of 38.00 was calculated for 180 French-speaking subjects. Difficulty range was 47, or 72 to 25 on the linear scale. Discrimination range was 46, or 67 to 21 on the scale. The test is interpreted, therefore, to be of moderate difficulty, with no extremely easy or difficult items. The distribution

of total scores was normal, with a mean of 14.96 and a standard deviation of 5.89. A Spearman-Brown, split-half reliability coefficient was calculated at .86. Because this test is never used in isolation, but as part of a battery of five measures, reliability is said to be enhanced. Given no satisfactory external criterion, validity has not yet been estimated.

Ordering Information:

EDRS (ED 091 770)

Related Documents:

Beardsmore, H.B., and Renkin, A. "A Test of Spoken English." *International Review of Applied Linguistics in Language Teaching* 9 (1971): 1-11. (EJ 042 870)

150 **Category**: Standard English as a Second Language or Dialect

Title: Linguistic Capacity Index

Authors: Frederick H. Brengelman and John C. Manning

Age Range: Primary

Description of Instrument:

Purpose: The test may be used as a measure of English language readiness to assist the classroom teacher in grouping native Spanish-speaking pupils for English language instruction. The index also may be used to assess pupil achievement in learning English as a foreign language.

Date of Construction: 1964

Physical Description: Based on a contrastive analysis of English and Spanish grammar and phonology, the Linguistic Capacity Index consists of three 20-item sections: Vocabulary Recognition, Contrastive Phonology, and Contrastive Grammar. All 60 items measure vocabulary development. The Vocabulary Recognition section measures recognition of noun, verb, preposition, and adjective forms. The Contrastive Phonology section measures the pupils' ability to distinguish the following pairs of words, which are contrasted in English but not in Spanish:

(bean - bin)	(bought - boat)	(ship - chip)
(mane - men)	(pull - pool)	(lather - ladder)
(cat - cot)	(bad - bed)	(cupboard - covered)
(cot - cut)	(Sue - zoo)	(think - sink)

The Contrastive Grammar section measures the pupils' understanding of English function words, word order, and inflectional constructions which do not correspond to semantically similar constructions in Spanish:

- *can* plus a simple verb
- *be* plus *ing* as present tense
- *has* plus *en* as perfect tense
- noun as indirect object
- *likes*
- *is cold* vs. *has a cold*
- negative in verb plus auxiliary constructions
- *do*—auxiliary constructions
- *er* and *est* adjective comparison
- *be going to* as future
- noun as noun-modifier
- passive with *be* plus past participle

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The authors recommend testing no more than ten pupils at a time. All items must be pronounced naturally by a native English-speaking examiner. Total test time is 35 minutes with breaks between sections recommended. A pretest was designed to familiarize pupils with marking lines and circles, following symbol directions, and sequencing of test items. To assist pupils in the location of test items and to aid them in holding their place, each test item is preceded by a box containing one of five symbols. The examiner, using a set of symbol cards, states, "Put your finger on the picture that looks like this. In the big square (1) *Mark the hand. Mark the hand.*"

Vocabulary Recognition

(12) *"Mark the pan. Mark the pan."*

Contrastive Phonology

(19) *"Mark the boy who is the tallest. Mark the boy who is the tallest."*

Contrastive Grammar

The Linguistic Capacity Index yields a raw score and a percentile rank. Item analyses reveal specific weaknesses for language instruction.

Validity, Reliability, and Normative Data:

A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary Language is Spanish (Cleveland: Bell and Howell Co., Micro Photo Division, 1966) describes a reliability and validity study directed by the authors using 167 subjects. The test was also administered to 300 kindergarten children in USOE Project #2821 and to over 2,400 first graders in Cooperative Research Reading Projects #2648 and #2734.

152 **Ordering Information:**

EDRS (ED 091 753)

Related Documents:

Fowler, E.D. "The Brengelman-Manning Linguistic Capacity Index as a Predictor of Reading Achievement." Dissertation, The University of Texas at Austin, 1969.

Jameson, G.R. "The Development of a Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners." Dissertation, The University of Texas at Austin, 1967.

Ott, E.H. "A Study of Levels of Fluency and Proficiency in Oral English of Spanish-Speaking School Beginners." Dissertation, The University of Texas at Austin, 1967.

Category: Standard English as a Second Language or Dialect

Title: Parent Questionnaire on Bilingual Education

Authors: Jersey City State College, New Jersey; Vineland School District, New Jersey; National Consortia for Bilingual Education, Fort Worth, Texas

Age Range: Post-Secondary–Adult

Description of Instrument:

Purpose: To determine the attitudes and influence of parents who have children in bilingual education programs.

Date of Construction: 1972

Physical Description: The questionnaire includes 37 items, covering such factors as family background, language usage at home, and aspirations for the education of the children. The National Consortia for Bilingual Education developed accompanying techniques for administering the questionnaire, along with possible uses of the resulting information. Personal interviews in the homes of the parents being surveyed are recommended over group administration at a called meeting, telephoning, or mailing. The information gathered may be used to assess communication with parents, to modify the instructional program, to revise parent involvement, and to provide information on specific children in the program. Sample items follow:

---

6. How far do you expect your daughters to go in school?
   1. Finish elementary school
   2. Finish junior high school
   3. Finish high school
   4. Finish 2 years of college
   5. Finish college
   6. Finish graduate school

11. In what language did your husband (or wife) receive most of his (her) education?
   1. Only Spanish
   2. Mostly Spanish
   3. Only English
   4. Mostly English
   5. English and Spanish equally

25. When you talk to your husband or wife, which language do you speak?
   1. Only Spanish
   2. Mostly Spanish
   3. Only English
   4. Mostly English
   5. English and Spanish equally

29. What language do your children speak when they play with their friends outdoors?
    1. Only Spanish
    2. Mostly Spanish
    3. Only English
    4. Mostly English
    5. English and Spanish equally

37. Would you like a Spanish version of *Sesame Street*?
    Yes _____ No _____

Validity, Reliability, and Normative Data:

None available.

Ordering Information:

EDRS (ED 058 803)

Related Documents:

Jersey City State College, New Jersey; Vineland School District, New Jersey; and National Consortia for Bilingual Education, Fort Worth, Texas. "Parent Questionnaire on Bilingual Education." Washington, D.C.: United States Office of Education, Department of Health, Education and Welfare, 1972. (ED 058 803)

Las Cruces School District, New Mexico, and National Consortia for Bilingual Education, Fort Worth, Texas. "Parent Questionnaire." Washington, D.C.: United States Office of Education, Department of Health, Education and Welfare, 1971. (ED 062 843)

Medinnus, G.R., et al. "Parent Attitudes toward Education Scale." Las Cruces School District, New Mexico; National Consortia for Bilingual Education, Fort Worth, Texas; and United States Office of Education, Department of Health, Education and Welfare, 1972. (ED 058 804)

Category: Standard English as a Second Language or Dialect

Title: Categories for Tallying Problems in Oral Language

Author: Walter Loban

Age Range: Pre-School, Primary, Intermediate, Junior High

Description of Instrument:

Purpose: To identify the most crucial and frequent oral language deviations from standard English, in order to assist teachers in deciding where to place instructional emphases.

Date of Construction: 1966

Physical Description: Once a year for ten years (1953-1962) a sample of oral speech was recorded for a representative group of 338 pupils in grades kindergarten through nine. At the beginning of each individual interview, the examiner encouraged the subject to become talkative by asking him questions about playmates, games, television, illness, and wishes. Next, the subject was shown, for the remainder of the interview, a series of six pictures, the same pictures being used for all subjects. These pictures were chosen for their interest, their success in preliminary trials, or their value in previous research. The subjects were asked to discuss what they saw in each picture and what each picture made them think about. These recorded interviews, transcribed into written form, became the basis for analysis. Language samples were first segmented into oral intonation patterns (phonological units) as judged by contours of inflection, stress, and pause in the subjects' speech. Within phonological units, syntactic units were identified. Such segments are termed communication units and signify an instance of independent predication. Next, examples of nonstandard English were underlined in the segments, and as examples occurred they were assigned to tentative categories. Eventually the following categories were found to account for all examples of nonstandard oral English:

Categories Used for Tallying Problems in Oral Language

Verb Problems

1A. Lack of agreement of subject and verb, third person singular (excluding all forms of the verb *to be*)
1B. Lack of agreement of subject and verb for all forms except the third person singular (again excluding all forms of the verb *to be*)
1C. Lack of agreement of subject and verb while using forms of the verb *to be*
1D. Omission of the verb *to be*
1E. Omission of auxiliary verbs
1F. Nonstandard use of verb forms
1G. Inconsistency in the use of tense

Pronoun Problems

2A: Nonstandard use of pronouns
2B: Use of *that* instead of *who* as a relative pronoun referring to persons
2C: Confusing use of pronouns

Syntactic Confusion

3A: Ambiguous placement of a word, phrase, or clause
3B: Awkward arrangement or incoherence
4A: Omission (except of auxiliary verbs)
4B: Unnecessary repetition

Other Problems

5A: Nonstandard connection (prepositions)
5B: Nonstandard connection (conjunctions)
6A: Nonstandard modification (adjectival)
6B: Nonstandard modification (adverbial)
7: Nonstandard use of noun forms
8: Double negatives
9: Nonstandard use of possessives

Validity, Reliability, and Normative Data:

Four subject groups were drawn from the larger sample of 338 children. They included a random group (n = 50), a Caucasian group high in language proficiency (n = 21), a Caucasian group low in language proficiency (n = 21), and a Negro group low in language proficiency (n = 21). Examples of nonstandard oral usage were classified, counted, and compared across subject groups. Adjusted arithmetic means, excluding the extreme 10 percent of the subjects, were calculated for each of the 21 separate language deviations.

Ordering Information:

EDRS (ED 023 653)

Related Documents:

Loban, W. *Problems in Oral English.* NCTE Research Report No. 5. Urbana, Ill.: National Council of Teachers of English, 1966. (ED 023 653)

Loban, W. *The Language of Elementary School Children: A Study of the Use and Control of Language, Effectiveness in Communication, and the Relationships among Speaking, Reading, Writing, and Listening.* NCTE Research Report No. 1. Urbana, Ill.: National Council of Teachers of English, 1963.

Category: Standard English as a Second Language or Dialect

Title: Test of Language Judgment

Author: Arlene Mantell

Age Range: Intermediate

Description of Instrument:

Purpose: To measure ability to choose rules of standard English and black English as they are appropriate to a situational context.

Date of Construction: 1971

Physical Description: The test, which requires approximately 30 minutes to administer and 5 minutes to score, consists of 20 items. It is an untimed group test, with reading assistance available if necessary from the examiner. Thirteen items present a situational context and ask the subject to choose the more appropriate of two possible sentences. For these items, one or more grammatical elements were translated into both black English and standard English. Five items present the subject with a situational context and ask him to devise a reply. Two other items present a sentence and ask the subject to make an appropriate response. Of the 20 items, 12 require a response in standard English and 8 require a response in black English. Sample items follow:

---

7. If you were speaking informally to a friend, which would you say:
   a. Does Jane like this hat?
   b. Do Jane like this hat?

10. You are talking to the school librarian, telling her your friend's opinion of a book she checked out yesterday. Fill in the appropriate past tense, using the verb, *to say*. She _____, "I liked the pictures in *Stevie*."

6. You want to ask the teacher if you and your friend can go to the auditorium to practice some songs. What would you say? Write your answer here (at least one sentence): _____

18. Somebody asks you: You gonna do your homework? Supply the appropriate answer here (More than one word, please!): _____

Validity, Reliability, and Normative Data:

The test has both content and construct validity. Grammatical elements tested are mentioned throughout the literature and are identical to those appearing in Education Study Center Bidialectal Task (Baratz). Standard constructions include third person verb agreement, use of the copula, negation, past marker, possessive marker,

and use of the verb *to do*. Black English constructions include third person verb marker, zero possessive marker, use of *be*, *do*, and semantic elements *ain't* and *got*. In addition to the guidelines provided by the literature and the Bidialectal Task itself, the test was submitted to a panel of experts in the field of black dialect for review. The results of a study of four fifth-grade classes show that the instrument did distinguish between experimental and control groups on the factor of language judgment. A Kuder-Richardson reliability coefficient was computed which yielded 0.70 for an n of 88.

Ordering Information:

EDRS (ED 091 716)

Related Documents:

Mantell, A. "An Assessment of Two Curriculum Strategies for Increasing Bidialectal Proficiency of Speakers of Non-Standard Dialect in the Fifth Grade in the New York Metropolitan Area." New York University, 1972.

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Category: Standard English as a Second Language or Dialect

Title: Questionnaire for Evaluators of Black Language Samples; Questionnaire for Evaluators of Mexican-American Language Samples

Authors: Diana S. Natalicio and Frederick Williams

Age Range: Pre-School, Primary

Description of Instrument:

Purpose: To evaluate the oral language of children in kindergarten through second grade using sentence imitation materials.

Date of Construction: 1971

Physical Description: Tapes of ten black and ten Mexican-American children who had responded to a set of commercially available test materials[1] were evaluated by panels of experts. Evaluations for both groups involved judgments concerning language dominance, standard American English (SAE) comprehension, SAE production, SAE phonology, SAE intonation, SAE inflections, SAE syntax, language pathologies, and predictions of reading achievement. In addition, the Mexican-American children were evaluated on Spanish comprehension, Spanish production, Spanish phonology, Spanish intonation, and Spanish syntax. For each scaled item, evaluators provided a description of their bases for judgment. Finally, evaluators responded to open-ended questions regarding instructional needs, reading achievement, and overall reaction. Sample items follow:

---

1. A. How would you rate this child with regard to language dominance?

   Spanish: Strong _ : _ : _ : _ : _ : _ : _ : Weak
   English: Strong _ : _ : _ : _ : _ : _ : _ : Weak

   B. On which particular aspects of this child's performance did you base the above ratings? Please be specific.

Aspect	*As in:*	*Aspect*	*As in:*

5. A. How would you rate this child's mastery of the *phonology* of SAE?

   Good _ : _ : _ : _ : _ : _ : _ : Bad

[1] The *Gloria and David Test.* © by Language Arts, Inc., Austin, Texas, 1968.

B. Upon which aspects of this child's performance did you base your rating? Please be specific.

Vowels	*As in:*	*Consonants*	*As in:*

10. A. Is there anything in this child's performance which would lead you to make predictions regarding his learning to read?

_____ Yes _____ No

B. If yes, what are they?

C. Please indicate those aspects of the child's performance which are relevant in your predictions.

Aspects	*As in:*	*Aspects*	*As in:*

Validity, Reliability, and Normative Data:

Fifteen language specialists served as evaluators for the black samples; fourteen evaluators considered the Mexican-American samples. The performance of each child was evaluated on a seven-point scale, except for two binary (Yes-No) items. All ratings were analyzed to determine means, standard deviations, and reliability estimates of the evaluators' ratings. Results indicated a high reliability of scale judgments (range: .9583-.8672) for ratings of intonation, language pathologies, and for predictions of reading achievement. The comments which served as bases for making scale judgments were highly consistent with language deviations typically identified in the two linguistic samples and were congruent with the scale ratings themselves. Responses to open-ended questions were markedly inconsistent, often reflecting reticence to make major judgments based upon limited data as well as differences in philosophies of language instruction.

Ordering Information:

EDRS (ED 051 680)

Related Documents:

Natalicio, D.S., and Williams, F. *Repetition in an Oral Language Assessment Technique.* Final Report. University of Texas at Austin, Center for Communication Research. Contract No. OEG-0-70-1878-715, United States Office of Education, March 1971. (ED 051 680)

Natalicio, D.S., and Wilhams, F. "Oral Language Assessment." Paper presented at the meeting of the American Educational Research Association, Chicago, April 1972. (ED 063 845)

Category: Standard English as a Second Language or Dialect

Title: Standard Discrimination Test (SDT)

Authors: Robert L. Politzer and Mary R. Hoover

Age Range: Primary, Intermediate

Description of Instrument:

Purpose: To measure the ability to differentiate standard from nonstandard black dialect.

Date of Construction: 1972

Physical Description: The instrument is based upon the assumption that children who are to varying degrees bidialectal in black nonstandard and black standard English require the ability to differentiate standard from nonstandard speech as a prerequisite for performing various tasks connected with reading and language arts. Test items consist of pairs of sentences, one standard and one nonstandard. Eight graduate students in education served as a panel of judges to determine the dialect represented by each sentence. Each of the 27 test items was validated by at least seven out of eight judges. Since the test is not meant to distinguish white speech from black speech, all sentences recorded on the test tape were spoken by educated black speakers capable of producing both standard and nonstandard dialects. The test contains two sections. Section A (SDTA) consists of 10 items in which the difference between standard and nonstandard speech is primarily phonological. Section B (SDTB) consists of 17 items in which the difference is primarily grammatical.

SDTA

1. a. It sure is cold today.
   b. [ʃo] is cold today.

2. a. The [nəmbə] is [fo fai sɛbm], [əlɛbm] hundred.
   b. The number is four five seven, eleven hundred.

3. a. Do your [tif] hurt [wɪf] the braces on?
   b. Do your teeth hurt with the braces on?

4. a. Did they take their driving tests?
   b. Did they take they drivin' [tɛsəz]?

5. a. [næə wən əvəm] came to the meetin' [sæ ʔərde].
   b. Not one of them came to the meeting Saturday.

6. a. We're through with these extra papers so throw them away.
   b. We [θu wɪt] these extra papers so [θoəm] away.

7. a. The door to the grocery store had posters on it.
   b. The [do] to the grocery [sto] had posters on it.

8. a. They [ækst] me to go.
   b. They asked me to go.

9. a. The [dɛnəs wəɹnə] go to the shoppin' [sɛnə].
   b. The dentist wants to go the shopping center.

10. a. Help yourself to some coffee and doughnuts.
    b. [hɛp yəsɛf] to some coffee and doughnuts.

SDTB

1. a. I spent about ten dollars.
   b. I spent around about ten dollars.

2. a. Too bad we can't have nothing.
   b. Too bad we can't have anything.

3. a. John might could do it.
   b. John might do it.

4. a. He walks fast and talks a lot.
   b. He walk fast and talk a lot.

5. a. Don't this suppose to be in the box?
   b. Isn't this supposed to be in the box?

6. a. My uncle Jack works all the time.
   b. My uncle Jack he be working all the time.

7. a. I dranked it all up before she came.
   b. I drank it all up before she came.

8. a. Bonnie's pencil is on the teacher's desk.
   b. Bonnie pencil on the teacher desk.

9. a. My brother he went to the store.
   b. My brother went to the store.

10. a. Why did he do that?
    b. Why he do that?

11. a. Some of the women liked it.
    b. Some of the womens liked it.

12. a. I'm going to go home.
    b. Ah mo go home.

13. a. Is this the door to the closet?
    b. Dis here the door to the closet?

14. a. Bobby ain't come yet.
    b. Bobby hasn't come yet.

15. a. He's been going a long time.
    b. He been went to the store.

16. a. They teacher went to they house for dinner.
    b. Their teacher went to their house for dinner.

17. a. Are you going to make that call for me?
    b. You go make that call for me?

The nonstandard features in the individual test items can be described as follows:

SDTA

1. Deletion of final *-r*.
2. Deletion of final *-r*; substitution of *-b-* for *-v-*.
3. Substitution of *-f* for final *-th* (θ).
4. Fall of *-t* in *-st* and plural formation based on *-s* rather than *-st* ([tɛsəz] for *tests*).
5. Deletion of *-t-* or replacement by glottal stops.
6. Deletion of *r* after *th* (ð); final *-th* (θ) replaced by *-t*.
7. Deletion of final *-r*.
8. Metathesis of *-sk-* to *-ks-* in *asked*.
9. Retrogressive assimilation of *t* to *n* in *nt* combination.
10. Deletion of *l* before another consonant.

SDTB

1. Use of two qualifying adverbials.
2. Negation of verb used with *nothing*.
3. Use of double auxiliary.
4. Third person singular without *-s* marker.
5. Use of *don't* as negation instead of *isn't* (deletion of *-d* in *supposed*).
6. Use of subject pronoun with a noun subject; use of invariant *be*.
7. Nonstandard past tense *dranked*.
8. Possessive case formed without *-s*.
9. Use of subject pronoun with a noun subject.
10. Use of *do* instead of *does*; affirmative word order kept in question.
11. Nonstandard plural form *womens*.
12. Use of *go* for *going* (monophthongization of *I* /ai/ to *ah* /æ/).
13. Deletion of copula *is* (substitution of *d-* for *the-* /ð/).
14. Passed negation expressed by *ain't*.
15. Use of emphatic *been* to indicate past action with past tense form *went* (rather than participle *gone*).
16. Replacement of *their* by *they* (possibly a purely phonological phenomenon, r-deletion).
17. Replacement of *going* by *go* (phonological deletion of *-ing*?); deletion of copula *are*.

Reliability, Validity, and Normative Data:

The instrument was administered to 24 male and 49 female black children, and to 33 male and 38 female white children. Subjects were

in the second, fourth, and sixth grades. Black children were asked to identify each sentence as either "school talk" or "everyday talk." The white children were asked to identify each as either in "standard 'school-type' English" or in "dialect." Achievement on both the SDTA and the SDTB was found to increase from grade level to grade level. Black children achieved better than white children at all three grade levels. Scores on the SDTA and SDTB correlate significantly with scores on standardized achievement tests in reading for all of the black subjects (SDTA second grade .49, fourth grade .48, sixth grade .32; SDTB second grade .62, fourth grade .45, sixth grade .48). A significant correlation exists only at the sixth-grade level for white subjects.

Ordering Information:

EDRS (ED 062 464)

Tapes: Robert L. Politzer and Mary B. Hoover
Center for Research and Development in Teaching
Stanford University
Stanford, California 94305

Related Documents:

Politzer, R.L., and Hoover, M.B. *The Development of Awareness of Black Standard/Black Nonstandard Dialect Contrast among Primary School Children: A Pilot Study.* Research and Development Memorandum No. 83. Stanford University Center for Research and Development in Teaching, Stanford, California. Contract No. OEC-6-10-078 (Component 3A), United States Office of Education, February 1972. (ED 062 464)

Category: Standard English as a Second Language or Dialect

Title: Rystrom Dialect Test

Author: Richard C. Rystrom

Age Range: Pre-School, Primary

Description of Instrument:

Purpose: To discriminate Negro dialect speech from standard English.

Date of Construction: 1969

Physical Description: The Rystrom Dialect Test is designed to overcome three problems encountered by researchers working in the area of Negro speech: (1) the problem of determining what stable elements distinguish Negro dialect from standard English; (2) the problem of constructing a test which is easily administered to a young child and is capable of measuring the differences in dialect; and (3) the problem of finding unbiased and simple methods of evaluating test results. The author describes the development and limitations of four dialect test versions which established the procedures and content of the instrument reported here. An arbitrary, and admittedly somewhat inaccurate, decision was made to define Negro dialect as a series of deletion transformations applied to a standard English base rather than as a discrete set of kernel sentences and transformational rules. The test consists of a series of taped sentences which are to be repeated; 24 pairs of sentences were chosen in such a way that the student hears pairs of sentences were chosen in such a way that the student hears and repeats each sentence twice, once with the features under study occurring in the sentence, and a second time without the features. When possible, each feature was used following every phoneme in English. All sentence versions are meaningful. Speakers on the test tapes are white and include an Illinois female, a Georgia male, and a Georgia female. Test administration requires two tape recorders; one to be used as a playback device and a second to record the student's responses. The 24 sentences ultimately comprising the test were found during a trial administration to 129 Negro and 100 Caucasian first graders in Georgia to be correctly repeated more than 80 percent of the time by white subjects and less than 20 percent of the time by black subjects. The types of features represented in the items include four sentences (#'s 4, 5, 6, 15) which test for the past tense morpheme, eight items (#'s 1, 2, 7, 10, 11, 13, 16, 17) which test for the singular copula, five (#'s 3, 9, 12, 22, 24) which test for the probe modal *will*, one (#19) which examines reduced consonantal clusters, and six (#'s 8, 14, 18, 20, 21, 23) which distinguish the plural copula from the null form.

Rystrom Dialect Test[1]

Directions: "I'm going to tell you some sentences. I want you to repeat each one *after* me, as I say it."

Example items:

1. We talk about cars.
2. They follow us.
3. The fish swim up the river.
4. The church burned.
5. We carry them to the store.
6. The children get all they want to eat.

Test items:

1. A. The light's burned out.
   B. The light burned out.
2. A. The sky's clouded over.
   B. The sky clouded over.
3. A. Some friends of Bob'll go with us.
   B. Some friends of Bob go with us.
4. A. My friends played baseball.
   B. My friends play baseball.
5. A. They followed us.
   B. They follow us.
6. A. They always ordered a coke.
   B. They always order a coke.
7. A. Our house's rented for fifty dollars.
   B. Our house rented for fifty dollars.
8. A. The hairs on his neck're stiffened.
   B. The hairs on his neck stiffened.
9. A. The children'll get all they want to eat.
   B. The children get all they want to eat.
10. A. The book's ripped.
    B. The book ripped.
11. A. His wife's parked in front of the gate.
    B. His wife parked in front of the gate.

[1] Rystrom, R.C. "Testing Negro-Standard English Dialect Differences." *Reading Research Quarterly* 5 (1969): 507.

12. A. The people at church'll sing hymns.
    B. The people at church sing hymns.

13. A. The boy's finished.
    B. The boy finished.

14. A. The people of the church're prepared to fix the roof.
    B. The people of the church prepared to fix the roof.

15. A. The hounds bayed at the moon.
    B. The hounds bay at the moon.

16. A. The king's packed.
    B. The king packed.

17. A. The girl's tired of the game.
    B. The girl tired of the game.

18. A. His feet're tired from standing all day.
    B. His feet tired from standing all day.

19. A. I don't need your cold.
    B. I don't need your coal.

20. A. The boys under the bridge're finished swimming.
    B. The boys under the bridge finished swimming.

21. A. The parks by the river're closed.
    B. The parks by the river closed.

22. A. Only half'll want to visit a farm.
    B. Only half want to visit a farm.

23. A. The ropes around the log're frayed.
    B. The ropes around the log frayed.

24. A. The fish'll swim up the river.
    B. The fish swim up the river.

Validity, Reliability, and Normative Data:

Face validity was demonstrated. The mean score differences between Negro and white subjects were highly significant on administrations to 22 Negro and 22 white rural Georgia second graders, 107 Negro rural Georgia first graders, 7 Negro and 7 white urban Georgia three year olds, and 5 white urban Georgia four year olds. Mean scores for the first sample were 6.1 for Negroes and 17.64 for whites. Reliability figures, also partitioned by age and geographic region, were computed by the split-half method. Correlations range from .95 for white urban three year olds, to .67 for white rural second graders.

168 **Ordering Information:**

EDRS (ED 091 759)

Tapes: Richard C. Rystrom
309 Aderhold Building
College of Education
University of Georgia
Athens, Georgia 30601

Related Documents:

Rystrom, R.C. "Testing Negro-Standard English Dialect Differences." *Reading Research Quarterly* 4 (1969): 500-511.

*LaVonn M. Benson
58 Describing and Evaluating Classroom Discussions of Poems

Donald R. Gallo
171 Poetry Methods Rating Scale

Theodore W. Hipple, Thomas R. Giblin
173 Professional Reading of Teachers Questionnaire

James Hoetker, Richard Robb
174 The "Place of Drama" Questionnaire

Alan L. Madsen
175 Instrument to Survey Knowledge of Literary Criticism

National Council of Teachers of English, Commission on Composition
177 Composition: Questionnaire: The Student's Right to Write

Vernon H. Smith
178 Composition Rating Scale

Ernest R. Wall
180 Topical Analysis of the Content of Literature Discussions

*Reviewed in *Literature* section.

Category: Teacher Competency

Title: Poetry Methods Rating Scale (PMRS)

Author: Donald R. Gallo

Description of Instrument:

Purpose: To assess high school teachers' attitudes about teaching poetry.

Date of Construction: 1968

Physical Description: With the thirty-eight item PMRS teachers are asked to respond on a seven-point scale (from *strongly agree* to *strongly disagree*) to statements like the following: "Before the class reads and studies a poem, the teacher should tell the students to look or listen for specific things." The items for the questionnaire were derived from a study of popular methods texts for teaching literature. The original pool of items was first tried out on "experts in teaching English," and their scores on each of the retained items in the final form of the questionnaire permit comparison of the teachers' scores with the experts' scores. The questionnaire can be completed in about twenty minutes.

Validity, Reliability, and Normative Data:

The Spearman-Brown split-half reliability for 39 teachers in the study in which the PMRS was used was .75. The test-retest reliability coefficient was .62 for 93 other teachers on whom the questionnaire was tried out. The author concludes that "the PMRS is a reliable instrument for assessing English teachers' opinions of methods of teaching poetry." Evidence for validity was sought through a number of correlations. Positive and statistically significant ones were found between PMRS scores and the Teaching Situation Reaction Test, students' evaluations of their teachers, years of teaching experience, and amount of poetry read and enjoyed by students in a teacher's classes. In addition, the experts' screening of the items contributes to validity. The author concludes that while evidence of validity is not strong, some item revision and tryouts on a larger sample will probably produce higher validity coefficients. Experts' scores on the questionnaire and their scale scores on individual items provide a kind of normative data to which teachers' scores can be compared. In addition, the reported mean scores (by years of teaching experience) for the upstate New York teachers in the study provide further normative data.

Ordering Information:

EDRS (ED 091 743)

Gallo, D.R. "Toward a More Effective Assessment of Poetry Teaching Methods." *Research in the Teaching of English* 2 (Fall 1968): 125-141.

Category: Teacher Competency

Title: Professional Reading of Teachers Questionnaire (PRTQ)

Authors: Theodore W. Hipple and Thomas R. Giblin

Description of Instrument:

Purpose: To determine the professional reading backgrounds and interests of secondary English teachers.

Date of Construction: 1971

Physical Description: The PRTQ is in three parts: professional journals, books about the teaching of English, and books on general education. Titles of selected books (with authors) and journals are presented, along with fictitious titles. The respondent is asked to mark a seven-point scale after each title, indicating his degree of familiarity with it, from never having heard of it to intimate knowledge of it.

Validity, Reliability, and Normative Data:

No validity or reliability data are offered. The inclusion of fictitious titles to check on the honesty of the respondents does contribute indirectly to the validity of the PRTQ. Validity is strengthened, too, if one accepts the assumption that the two authors were experienced English educators and could therefore select an appropriately wide range of journal and book titles and, as well, disguise the fictitious titles sufficiently so they would fulfill their purpose. Data from the study in which the PRTQ was used permit comparisons of future findings with those from 386 Florida teachers who completed the questionnaire.

Ordering Information:

EDRS (ED 091 720)

Related Documents:

Hipple, T.W., and Giblin, T.R. "The Professional Reading of English Teachers in Florida." *Research in the Teaching of English* 5 (Fall 1971): 153-164.

174 **Category**: Teacher Competency

Title: The "Place of Drama" Questionnaire (PDQ)

Authors: James Hoetker and Richard Robb

Description of Instrument:

Purpose: To assess teachers' attitudes toward a variety of objectives for teaching drama.

Date of Construction: 1967

Physical Description: Requiring about twenty minutes to complete, the PDQ is a 32-item, Likert-type questionnaire. A principal component factor analysis of results from a large-scale tryout yielded the following factors or categories among the items: noncognitive personal development, ethical growth, literary knowledge, improvement of taste and behavior, curricular utility, theatre-specific knowledge, transfer of skills, enjoyment, art appreciation.

Validity, Reliability, and Normative Data:

The validity of the PDQ rests primarily on the fact that the items in the questionnaire were carefully chosen from among hundreds of objectives for the teaching of drama in English methods textbooks, publications of professional organizations, curriculum guides, journal articles, books on drama and theatre, and other writings about the dramatic experience. Eight *a priori* categories were devised to cover the range of objectives for drama, and then English teachers and other educators sorted the objectives into the categories with rather high agreement (85% in one sorting). Items over which there was disagreement were revised or discarded. Then a random sample of four items was taken from each of the eight categories to make up the final 32-item questionnaire. The factor analysis mentioned above confirmed the usefulness and appropriateness of the categories. No reliability data are mentioned in the report where PDQ appears, but there is normative data from the four groups in the study: English teachers, actors, administrators, and drama teachers.

Ordering Information:

ERDS (ED 091 736)

Related Documents:

Hoetker, J., and Robb, R. "Drama in the Secondary School: A Study of Objectives." *Research in the Teaching of English* 3 (Fall 1969): 127-159.

Category: Teacher Competency

Title: Instrument to Survey Knowledge of Literary Criticism (ISKLC)

Author: Alan L. Madsen

Description of Instrument:

Purpose: To measure English teachers' knowledge of theories of literary criticism.

Date of Construction: 1968

Physical Description: The test is in three parts. Part I tests knowledge of critical terminology and its sources. Items are paired (there are 18 pairs), the first requiring identification of a term, the second requiring identification of the source in literary theory of the term:

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1. The typical or recurring image which allows one work of literature to be connected with another and thereby helps unify and integrate literary experience.
   A. Organic unity
   B. Archetype
   C. Architectonics
   D. Metaphor
   E. Uncertain

2. The above term is associated with
   A. New Criticism
   B. Neo-Aristotelianism
   C. Archetypal criticism, specifically the criticism of Northrop Frye
   D. Uncertain

Part II, containing 21 items, tests the ability to match a theoretical statement about literature with one of three schools of criticism

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37. The function of literary criticism is to "democratize" literature by pointing out the relationships of its forms, patterns, and meanings to the total form of literature and to our total experience with it.
   A. New Criticism
   B. Neo-Aristotelianism
   C. Archetypal Criticism
   D. Uncertain

Part III is a test of familiarity with 28 prominent works of literary theory and criticism. The instrument contains a total of 85 items and would appear to require 50 or 60 minutes to complete.

176 **Validity, Reliability, and Normative Data:**

Content and construct validity derive from high scores on the test by specialists—Ph.D. candidates in English who had passed their comprehensive exams and taken at least one graduate course in literary criticism. Additional support for the validity of ISKLC comes from the correlation of .57 for scores on the test and grades in English for those college seniors in the tryouts who had had a course in literary criticism. The correlation was only .10 for those students who had not had a course in literary criticism. Reliability coefficients were obtained for the 57 items in Parts I and II from tryouts with 262 college seniors from ten campuses in Illinois:

	K-R #14	*K-R #20*	*K-R #21*
Course Group (N = 27)	.89	.89	.87
Non-Course Group (N = 235)	.87	.87	.85

Ordering Information:

EDRS (ED 029 012)

Related Documents:

Madsen, A.L. *Responses of Prospective English Teachers to a Test on Theories of Literary Criticism.* Washington, D.C.: Office of Education, Bureau of Research, Project Number HE-145, 1968. (ED 029 012)

Category: Teacher Competency

Title: Composition Opinionnaire: The Student's Right to Write

Authors: Members of the Commission on Composition, NCTE

Description of Instrument:

Purpose: To assess teachers' attitudes toward writing and the teaching of writing.

Date of Construction: 1972

Physical Description: Part I of this opinionnaire asks for 16 items of personal, educational, and professional information. Part II is a Likert-type measure with 55 attitude statements like the following:

Grades are the most effective way of motivating students to improve their writing.

In order to avoid errors in sentence structure, weak students should be encouraged to write only short, simple sentences.

Students should have freedom in selecting the topics for their composition.

Validity, Reliability, and Normative Data:

The Commission on Composition obtained 328 responses from around the country, but the sample was too limited and skewed toward college teachers to provide a basis for normative data. No reliability data are reported. The content validity of the opinionnaire derives from the expertness of the members of the Commission on Composition.

Ordering Information:

DRS (ED 091 729)

Related Documents:

National Council of Teachers of English. *The Student's Right to Write.* Urbana, Ill.: NCTE Commission on Composition, 1972. (ED 068 938)

178 **Category**: Teacher Competency

Title: Composition Rating Scale (CRS)

Author: Vernon H. Smith

Description of Instrument:

Purpose: To assess consistency in teacher judgment of essays and to assess conformity of teacher judgment with expert judgment.

Date of Construction: 1966

Physical Description: The CRS requires the taker to rank-order five brief compositions. A simple and efficient scoring scheme is based on deviation from experts' ranking of the same compositions. The test has two forms and requires twenty minutes to complete. It would be used in studies where evaluating the consistency of teacher judgment of compositions is important. It could also be used to screen lay-composition-reader applicants. With the outside criterion (experts' rankings) and with the ease of comparing judgments within a teacher group, it could be useful for teacher training.

Validity, Reliability, and Normative Data:

The best evidence offered by the author for the validity of the test is the high degree of agreement among the experts who determined the final ranking (for scoring purposes) of the essays. Interrater reliabilities were .92 and .85 for two administrations of Form A and .88 and .84 for two administrations of Form B. The test-retest reliability of the experts on each form was 1.00. The basic validity question, of course, is whether the teachers' judgments and ranking of the five test compositions is very similar to the judgments they make on actual compositions. No evidence is reported on that. Since the test compositions are limited to only one kind of writing—a brief, personal letter in narrative form to a pen pal—the test does not assess teacher judgment of other kinds of writing. The reliability coefficient from scores on both forms by teachers was .61. The test-retest reliability was .74 and .79 for Forms A and B respectively. When the two forms were considered together as a larger ten-item test, the test-retest reliability rose to .87. The author concludes that "the most reliable results will be obtained when the two forms of the test are given at the same time and the scores on each are combined to give a total score."

Ordering Information:

EDRS (ED 091 721)

Related Documents:

Smith, V.H. "Measuring Teacher Judgment in the Evaluation of Written Composition." *Research in the Teaching of English* 3 (Fall 1969): 181-195. (Includes Form A of the test.)

Whalen, T.E. "A Validation of the Smith Test for Measuring Teacher Judgment of Written Composition." *Education* 93 (November-December 1972): 172-175. 179

180 **Category**: Teacher Competency/Literature

Title: Topical Analysis of the Content of Literature Discussions (TACL)

Author: Ernest R. Wall

Age Range: Junior High, Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To describe and categorize the *topics* in a classroom or small-group discussion of literature.

Date of Construction: 1974

Physical Description: The TACL is a content analysis scheme. After segmenting into "statements" (orthographic sentences) the typed transcript of the audio-recorded discussion, the researcher then categorizes each statement. Reporting can be simply percentages of statements in each of the categories of the scheme. The four categories of TACL are position, nature, stance, and subject, and under these categories are seventeen subcategories. The table below outlines the scheme:

Elements of a Classroom Transcription of a Lesson in Literature

TD - Total Discourse
UT - Utterance
ST - Statement
EP - Episode

Categories and Subcategories of the TACL Instrument

POS	Position	EX	Extrinsic
		IN	Intrinsic
NAT	Nature	PRO	Procedural
		EXT	Extraneous
		INT	Interpretive
		PARA	Paraphrasable
STA	Stance	SEL	Selection
		AUT	Author
		ART	Artist
		REA	Real
SUB	Subject	LIT	Literary
		NOR	Normative
		PSY	Psychological
		SOC	Sociocultural
		HIS	Historical
		BIO	Biographical
		PHIL	Philosophical

T - Teacher
S - Student
UNC - Unclassifiable

Validity, Reliability, and Normative Data:

An unusually high interrater reliability of .93 was achieved between the author and an assistant he trained. In the complete report where TACL appears, data are reported on topics in a discussion of Steinbeck's story "Flight" in four small groups. However, these data could not be considered "normative" in the traditional sense.

Ordering Information:

EDRS (ED 091 725)

Related Documents:

Wall, E.R. "The Development and Application of an Instrument for the Substantive Analysis of Literature Teaching in the Secondary School." Dissertation, University of Toronto, 1974.

Margaret E. Ashida
185 A Standard Corpus of Contemporary American Expository Essays

California Association of Teachers of English, Joint Sub-Committee on Composition
187 A Scale for Evaluation of High-School Student Essays

Fritz Dauterman
188 Syntactic Maturity Test for Narrative Writing

Paul Diederich, John French, Sydell Carlton
190 E.T.S. Composition Evaluation Scales

Edward Dixon
191 Indexes of Syntactic Maturity (Dixon-Hunt-Christensen)

Mary M. Dupuis
193 Transformational Analysis of Compositions

Joan Glazer
195 Glazer Narrative Composition Scale

*Lester S. Golub
99 Syntactic Density Score

London Association for the Teaching of English, Sub-Committee on Assessing Composition
197 Evaluation Scale for Personal Writing

John Mellon
199 Factors of Syntactic Fluency (Hunt-Mellon)

Roy O'Donnell, Kellogg W. Hunt
201 Syntactic Maturity Test

Carol Sager
203 Sager Writing Scale

Thomas S. Schroeder
204 Schroeder Composition Scale

Eileen Tway
205 Literary Rating Scale

*Reviewed in *Reading* section

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Category: Writing

Title: A Standard Corpus of Contemporary American Expository Essays (SCCAEE)

Author: Margaret E. Ashida

Age Range: Senior High, Post-Secondary – Adult

Description of Instrument:

Purpose: To provide for research and evaluation purposes a standard corpus of expository essays.

Date of Construction: 1968

Physical Description: Not strictly a measure or an instrument, SCCAEE is a randomly selected group of 25 complete expository essays from five magazines identified by college English professors as consistently containing the best contemporary prose. The corpus can serve as a model set of essays for teaching composition, but it can in addition serve a number of research purposes: settling controversies about usage and rhetoric in exposition, representing the high-quality end of a composition rating scale, training raters or judges for an experiment requiring analytic or holistic ratings, providing a basis for research into syntactic maturity, and permitting easier replication of studies like those just listed. The essays were published between January 1964 and March 1965 inclusive in the following magazines: *Atlantic*, *Harper's*, *Saturday Review*, *Reporter*, and *New Yorker*. Included below is bibliographic information on the essays:

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1. Elizabeth Brenner Drew, "The Gun Law that Didn't Go Off," *Reporter* 31 (October 8, 1964): 33-35.
2. John Tebbel, "What's Happening to Journalism Education?" *Saturday Review* 47 (October 10, 1964): 103-104, 109.
3. Emilio G. Collado, "What's Behind the Balance-of-Payments Problem?" *Saturday Review* 47 (January 11, 1964): 34-41.
4. Winthrop Sargeant, "Profiles. The Best I Know How," *New Yorker* 40 (June 6, 1964): 49-84.
5. Neil W. Chamberlain, "Retooling the Mind," *Atlantic* 214 (September 1964): 48-50.
6. Jonathan Daniels, "In the Crusading Tradition," *Saturday Review* 48 (March 13, 1965): 142-144.
7. Edmond Taylor, "De Gaulle at Trier: The Oracle Speaks," *Reporter* 30 (June 18, 1964): 25-27.
8. Irving R. Kaufman, "The Uncertain Criminal Law," *Atlantic* 215 (January 1965): 61-67.
9. E.J. Kahn, Jr., "Profiles. Good Manners and Common Sense," *New Yorker* 40 (August 15, 1964): 34-83.
10. Oscar Handlin, "Libraries and Learning," *Atlantic* 213 (April 1964): 96, 103-105.
11. William Francois, "West Virginia: The First Front," *Reporter* 30 (February 13, 1964): 21-22.
12. Theodore M. Saunders, "What Doctors Can Do To Cut the Cost of Medical Care," *Harper's* 228 (May 1964): 16, 22, 24, 26.

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13. John Lear, "Documenting the Case against Fluoridation," *Saturday Review* 47 (January 4, 1964): 85-92.
14. Louis M. Lyons, "Liebling, Libel, and the Press," *Atlantic* 213 (May 1964): 43-48.
15. Ronald B. and Samuel M. Ribman, "The Poor Man in the Scales," *Harper's* 228 (April 1964): 150-154, 157-158.
16. Bernard Taper, "Letter from Caracas," *New Yorker* 41 (March 6, 1965): 101-143.
17. John Fischer, "Is There a Teacher on the Faculty?" *Harper's* 230 (February 1965): 18-28.
18. Lewis Mumford, "The Revolt of the Demons," *New Yorker* 40 (May 23, 1964): 155-185.
19. Peter F. Drucker, "American Directions: A Forecast," *Harper's* 230 (February 1965): 39-45.
20. Harry M. Caudill, "The Permanent Poor: The Lesson of Eastern Kentucky," *Atlantic* 213 (June 1964): 49-53.
21. Carl E. Taylor, "Medical Care for Developing Countries," *Atlantic* 213 (January 1964): 75-80.
22. Norman Cousins, "The Outstretched Hand," *Saturday Review* 48 (February 13, 1965): 20-21.
23. Joseph S. Clark, "A New Kind of National Election," *Harper's* 228 (May 1964): 72-74, 76, 78.
24. Donald D. Durrell, "Learning to Read," *Atlantic* 214 (September 1964): 87-88.
25. John T. Rule, "Must the Colleges Police Sex?" *Atlantic* 213 (April 1964): 55-58.

Validity, Reliability, and Normative Data:

The SCCAEE is designed to create a *norm* for quality exposition. Its claim to validity rests on the experts' choices of magazines and on the random selection of the 25 essays from a larger population of 420 essays from the five magazines. Its validity lies in its representativeness.

Ordering Information:

Available only in *Research in the Teaching of English*.

Related Documents:

Ashida, M.E. "Something for Everyone: A Standard Corpus of Contemporary American Expository Essays." *Research in the Teaching of English* 2 (Spring 1968): 14-23.

Category: Writing

Title: A Scale for Evaluation of High School Student Essays

Authors: California Association of Teachers of English, Joint Subcommittee on Composition

Age Range: Junior High, Senior High

Description of Instrument:

Purpose: To provide a scale for the assessment of the quality of short expository essays.

Date of Construction: 1960

Physical Description: The scale is a group of six expository essays about 250-300 words in length arranged in order of quality. Each essay is followed by critical comments and a general discussion of the characteristics of essays at that level of quality. The scale was developed from a random sample of 561 essays from a California state-wide sampling of the writing of high school students.

Validity, Reliability, and Normative Data:

No validity or reliability data are reported; however, 37 of 40 college students in advanced compositon courses were able to arrange the six essays in the order established for the scale.

Ordering Information:

EDRS (ED 091 733)

Related Documents:

A Scale for Evaluation of High School Student Essays. Urbana, Ill.: National Council of Teachers of English, 1960.

188 **Category**: Writing

Title: Syntactic Maturity Test for Narrative Writing (SMTNW)

Author: Fritz Dauterman

Age Range: Intermediate, Junior High, Senior High, Post-Secondary–Adult

Description of Instrument:

Purpose: To measure syntactic fluency or maturity in narrative writing.

Date of Construction: 1969

Physical Description: SMTNW is in two parts: (1) the test itself, a group of 76 kernel sentences making a coherent narrative and (2) a means of syntactic analysis of the written samples that result when respondents rewrite the narrative, combining the kernel sentences. The test is based on a synopsis of a portion of *The Adventures of Huckleberry Finn.* The 76 kernel sentences are arranged in five separate sections. Combining kernel sentences in as many ways as they can, respondents work through the sections in order. The resulting narratives are then given a grammatical analysis to determine the level of syntactic maturity. The first level of analysis involves enumerating the following indices: subordination ratio, number of words per subordinate clause, number of words per T-unit, and the average level at which constituent kernels are embedded in or attached to a matrix. The second level of analysis involves counting the frequency of use of certain grammatical constructions.

Validity, Reliability, and Normative Data:

Validity of SMTNW rests on the accuracy of transformational-generative grammar and on the research of Hunt (1965) in the development of syntactic fluency. No later reliability data for the analysis itself is reported. Nor is reliability data reported on the measure itself. Normative data is available on a sample of 216 middle class Ohio secondary school students (IQ group means from 111 to 119). These data are presented on the following page.

Ordering Information:

EDRS (ED 091 757)

Related Documents:

Dauterman, F.P. *The Syntactic Structures Employed in Samples of Narrative Writing by Secondary School Students.* Ann Arbor, Mich.: University Microfilms, 1969. Order No. 70-6757.

Hunt, K.W. *Grammatical Structures Written at Three Grade Levels.* Research Report No. 3. Urbana, Ill.: National Council of Teachers of English, 1965.

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Grade Level Means and Standard Deviations of the Four Indices

Grade Level		Mean Subordinate Clause Length	Subordination Ratio	Mean T-unit Length	Mean Depth
Seventh	M	7.116	0.299	11.928	1.599
	SD	0.924	0.088	1.964	0.193
Eighth	M	7.017	0.334	13.048	1.693
	SD	1.049	0.100	2.530	0.197
Ninth	M	7.537	0.363	14.301	1.778
	SD	0.720	0.084	2.248	0.197
Tenth	M	7.431	0.405	15.340	1.794
	SD	0.963	0.070	1.750	0.158
Eleventh	M	7.688	0.379	14.789	1.841
	SD	0.755	0.060	1.772	0.127
Twelfth	M	7.519	0.367	14.766	1.794
	SD	0.064	0.064	1.207	0.114

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190 **Category**: Writing

Title: E.T.S. Composition Evaluation Scales (CES)

Authors: Paul Diederich, John French, Sydell Carlton

Age Range: Intermediate, Junior High, Senior High, Post-Secondary – Adult

Description of Instrument:

Purpose: To evaluate the quality of written compositions.

Date of Construction: 1961

Physical Description: The CES was developed by researchers at Educational Testing Service after factor-analytic studies of the reasons teachers gave for their judgments of compositions. It is a set of eight scales: ideas, organization, wording, flavor, usage, punctuation, spelling, and handwriting. Each scale is marked on a five-point line—with the scales of ideas and organization receiving double weight—yielding a total score of 50. In the full report where CES appears, the high, middle, and low points on each scale are described in detail. The CES is most appropriately used with expository papers on a set topic. It can be compared with the London Scales for creative or imaginative writing reviewed elsewhere in this section.

Validity, Reliability, and Normative Data:

The validity of CES resides in its basis in a study of teachers' reasons for their judgments of compositions. Like all rating scales, it has high face and "content" validity, since it is used with whole pieces of written discourse. Diederich claims that with practice teacher-raters can achieve a reliability of .90 for a cumulative total of eight ratings, two each on four different papers by the same writer. In the reports noted below Diederich outlines a school-wide cooperative rating scheme based on the CES.

Ordering Information:

EDRS (ED 091 750)

Related Documents:

Diederich, P.B. "Cooperative Preparation and Rating of Essay Tests." *English Journal* 56 (April 1967): 573-584, 590.

Diederich, P.B. "How to Measure Growth in Writing Ability." *English Journal* 55 (April 1966): 435-449.

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Category: Writing

Title: Indexes of Syntactic Maturity (Dixon-Hunt-Christensen)

Author: Edward Dixon

Age Range: Primary, Intermediate, Junior High, Senior High, Post-Secondary - Adult

Description of Instrument:

Purpose: To measure growth in syntactic fluency.

Date of Construction: 1970

Physical Description: These indexes, a set of measures of growth in syntactic fluency, are derived from the research in written syntax of Hunt and Christensen. They are a means of linguistic analysis of each T-unit (independent clauses and their modifiers; see Hunt) in a writing sample. The indexes are the following: (1) mean T-unit length; (2) number of words in free modifiers, final position only; (3) number of instances of free modifiers, final position only; (4) number of words in intra T-unit coordinations; (5) number of instances of intra T-unit coordinations; (6) total number of words in free modifiers, all positions; and (7) total number of instances of free modifiers, all positions. The "all positions" designation includes free modifiers in the initial, medial, and final position within the T-unit. Except for mean T-unit length, all the indexes are based on Christensen's research. For this reason, this measure of fluency is nicely complementary to the Mellon measure, reviewed elsewhere in this section.

Validity, Reliability, and Normative Data:

The validity of these measures comes from their basis in the research of Hunt and Christensen. In addition, in Dixon's study they are shown to be useful indexes or predictors of syntactic maturity. No reliability data or rater agreement in using the indexes is reported. The assumption seems to be made, as in the Mellon report mentioned above, that the separate indexes are described and exemplified well enough for a trained rater to achieve a high degree of accuracy and of conformance with other raters. Normative data from school-age writers in an "industrial township" near Chicago and from seniors at Chicago State College are as follows:

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Variable Means at Each Grade Level

	1 MTUL	2 WFFO	3 IFFO	4 WCOR	5 ICOR	6 TFAX	7 TIFA
Grade 4	8.10349	1.30000	0.30000	37.34999	3.95000	17.95000	7.35000
Grade 8	10.69299	4.65000	0.85000	48.45000	5.50000	29.04999	7.45000
Grade 12	12.25349	19.59999	2.45000	54.89999	5.70000	41.25000	8.65000
Grade 16	13.330299	13.30000	2.00000	42.75000	5.15000	40.89999	8.55000

Hunt Index	1. MTUL	=	*M*ean *T*-*U*nit *L*ength
	2. $WFFO_1$	=	Number of *W*ords in *F*ree modifiers, *F*inal position *O*nly
	3. IFFO	=	Number of *I*nstances of *F*ree modifiers, *F*inal position *O*nly
Christensen Indexes	4. WCOR	=	Number of *W*ords in intra T-unit *CO*o*R*dinations
	5. ICOR	=	Number of *I*nstances of intra T-unit *CO*o*R*dinations
	6. TFAX	=	*T*otal number of words in *F*ree modifiers, *A*ll positions (Total=initial and medial and final positions)
	7. TIFA	=	*T*otal number of *I*nstances in *F*ree modifiers *A*ll positions (Total=initial and medial and final positions)

Ordering Information:

EDRS (ED 091 748)

Related Documents:

Dixon, E. *Syntactic Indexes and Student Writing Performance.* Dissertation, University of Chicago, 1970.

Dixon, E. "Syntactic Indexes and Student Writing Performance." *Elementary English* 49 (May 1972): 714-716.

Christensen, F. *Notes Toward a New Rhetoric.* New York: Harper and Row, 1967.

Hunt, K.W. *Grammatical Structures Written at Three Grade Levels.* Research Report No. 3. Urbana, Ill.: National Council of Teachers of English, 1965.

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Category: Writing

Title: Transformational Analysis of Compositions (TAC)

Author: Mary M. Dupuis

Age Range: Intermediate, Junior High, Senior High, Post-Secondary - Adult

Description of Instrument:

Purpose: To analyze and describe the transformational operations in sentences in written compositions.

Date of Construction: 1972

Physical Description: TAC is a list of 27 possible transformations, all variations of four basic transformational operations: addition, deletion, reordering, and combining. It is presented in its entirety below:

Possible Transformations

*1. Passive - A, R, (D)
*2. Negative - A, (R)
*3. Relativization - C, D, (A)
4. Pre- and Post-nominal Adjectives, Post-Determiner Quantifiers, Compound Nouns, N+N - C, D
5. Possessives, including Possessive pronouns - C, D
6. Time, Place Deletion - D
7. Complementization, Nominalization (Factive nominals, infinitive and gerund phrases) - C, D
8. Indirect Question - C, D
*9. "It" Replacement - C, D, (R)
10. VP Complements (infinitive, gerund phrases) - C, D
*11. Comparison - C, D, (A)
12. a. Prepositional Phrases - C, D
    b. Adverb Clauses - C, D
    c. Additional Deletion from clause to form verbal phrases with preposition - A, D
13. Indirect Object - R, D
14. Extraposition, and Pre- or Post-posing of Elements - R
15. "It" Deletion - D
16. "That" Deletion - D
17. Pronominalization, including reflexives (exclude first and second person and indefinite pronouns) - A, D
18. Simple Conjunction without a common morpheme - A
*19. Conjunction with a common morpheme or where D occurs - C, (D)
*20. Non-restrictive Clauses (conjunction + relative) - R, (A); Appositives - R, D, (A)
21. Gapping - A, D
*22. Inversions, especially question-forms - R, (A)
*23. Wh-forms - A, D, (R)
24. Expletive "There," Indefinite "it" - A, R
25. Cleft Sentence - A, R
26. Ellipses and Reductions (as in conversational forms) - D
27. Emphatic Forms of Verbs (usually "do") - A

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KEY	Total Possible Operations and Combinations		
A - Addition	A - 3	AR - 6	ACD - 2
D - Deletion	D - 4	AD - 4	ARD - 3
C - Combining	C - 1	CD - 11	CRD - 1
R - Reordering	R - 3	RD - 2	
* - Optional element in this transformation. Check for its presence.			

Using the TAC, an analyst would code sentences from a composition as in the following two examples:

17 10 12a 4
1. It was an operation to remove a growth from the food tube.
Summary: AD-1, CD-3

22 4 26,3 4 12a
2. Pictured is a surgical team performing a heart operation on Mr. Kenneth
3A 4, 14 4 4
Moca, who two weeks ago had a heart attack which caused an irregular flow
12a 12a 12a 4
of blood through one of the major valves.
Summary: D-1, R-2, CD-11, ACD-2

Validity, Reliability, and Normative Data:

TAC is based on transformational-generative grammar. The developer reports an interrater reliability coefficient of .94. The table below presents the mean number of occurrences of the nine transformational variables in a written sample of 500 words from 60 ninth and eleventh graders. These students had grade averages lower than "C" in English and below-average School and College Ability Test (SCAT) scores.

Means and Standard Deviations of the Transformational Variables

Variable	Grade 9		Grade 11		Total Group	
	x	s.d.	x	s.d.	x	s.d.
A	14.83	5.32	15.03	5.83	14.93	5.54
D	15.48	7.27	16.55	8.66	16.03	7.97
R	12.66	5.30	12.03	4.50	12.33	4.87
AR	4.97	3.76	3.94	2.19	4.43	3.07
AD	41.55	14.73	33.61	10.10	37.45	13.07
CD	123.28	14.30	123.39	14.07	123.33	14.06
RD	1.93	1.53	2.26	1.61	2.10	1.57
ARD	4.69	3.07	4.32	2.66	4.50	2.85
ACD	3.00	2.42	2.90	2.21	2.95	2.30

Ordering Information:

EDRS (ED 091 747)

Related Documents:

Dupuis, M.M. "Transformational Analysis and Composition: A New Tool for Teachers." The Pennsylvania State University, 1972.

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Category: Writing

Title: Glazer Narrative Composition Scale (GNCS)

Author: Joan Glazer

Age Range: Primary, Intermediate, Junior High

Description of Instrument:

Purpose: To assess the quality of children's narrative compositions.

Date of Construction: 1971

Physical Description: The GNCS is a set of eighteen scales which can be outlined as follows:

	I. Plot
1.	A. Originality
2.	B. Beginning
3.	C. Internal Logic
4.	D. Inclusion of Detail
5.	E. Ending
6.	II. Theme
7.	III. Setting
8.	IV. Characterization
	V. Style
9.	A. Title
10.	B. Sentence Structure; variety, fluency
11.	Sentence Structure; use of connectives
12.	C. Word Usage, vocabulary
13.	Word Usage, figurative language
14.	Word Usage, names
15.	Word Usage, pronouns, verb tense
16.	D. Dialogue
17.	E. Emotional Quality
18.	F. Unusual Elements

Each scale is scored 1, 2, or 3, from little or none to much of the scale element present in the narrative. Highest possible score is 54. The complete GNCS describes in detail each of the scoring levels for each scale.

Validity, Reliability, and Normative Data:

The scales were selected on the basis of a review of literary theory and criticism and previous research in children's writing, an examination of previous composition scales, and an analysis of a large number of narratives written by children in grades four through six. Evidence of concurrent validity was sought by correlating scores on narratives by

three judges using a quick-impression Q-sort and scores on the same narratives by three different judges using GNCS. This correlation coefficient was .80. Correlation of GNCS test-retest scores for three raters after a three week interval was .91. Interrater reliability among three raters was .83 (Pearson product moment correlation coefficient).

Ordering Information:

EDRS (ED 091 763)

Related Documents:

Glazer, J.I. *The Development of the Glazer Narrative Composition Scale.* Ann Arbor, Mich.: University Microfilms, 1972. Order No. 72-4496.

Category: Writing

Title: Evaluation Scale for Personal Writing (ESPW)

Authors: London Association for the Teaching of English, Sub-Committee for Assessing Compositions

Age Range: Senior High

Description of Instrument:

Purpose: To provide a scale for assessing the quality of personal or imaginative writing.

Date of Construction: 1965

Physical Description: The ESPW is a group of 28 imaginative essays written by British fifteen year olds. The essays have been arranged in order of quality by the eight members—English teachers and English educators—of a sub-committee of the London Association for the Teaching of English. The essays are also grouped into five "grades"—A to E, which could correspond to our A to F. Each of the 28 essays is discussed briefly in order to explain its placement in the scale. Such a scale is used as a measuring instrument by matching other essays to particular ones along the scale, thereby obtaining a rank ordering or a scoring for the other essays. The main criteria for judging the essays were the following:

Realization: the extent to which the writing directly reflects the writer's own experience (sincerity, spontaneity, vividness)

Comprehension: the extent to which a piece of writing shows an awareness of audience and can thereby be understood, permitting some consensus of response

Organization: the extent to which a piece of writing has shape or coherence

Density of Information: the amount of unique and significant detail

Control of Written Language: extent of control over the special forms and patterns of written syntax and rhetoric

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These criteria for imaginative writing may be compared to the criteria for expository writing in the Diederich analytic scale reviewed elsewhere in this section.

Validity, Reliability, and Normative Data:

The validity of the scale resides in the claimed expertness of the judges who rank-ordered the 28 essays, in the criteria of judgment derived from the study of the large amount of imaginative writing by fifteen year olds, and in the fact that the scale is composed of actual complete

198 pieces of writing. No reliability data are reported for consistency of judgments by raters using the scale. Normative data are not reported.

Ordering Information:

EDRS (ED 091 758)

Related Documents:

Assessing Compositions: A Discussion Pamphlet. London: Blackie, 1965.

Category: Writing

Title: Factors of Syntactic Fluency (Hunt-Mellon)

Author: John Mellon

Age Range: Primary, Intermediate, Junior High, Senior High, Post-Secondary–Adult

Description of Instrument:

Purpose: To measure growth in syntactic fluency.

Date of Construction: 1969

Physical Description: This measure is a set of twelve factors or variables of syntactic fluency. They derive from a linguistic analysis of each T-unit (independent clauses and their modifiers; see Hunt) in a writing sample. The factors are the following: mean T-unit length, subordination-coordination ratio, nominal clauses per 100 T-units, nominal phrases per 100 T-units, relative clauses per 100 T-units, relative phrases per 100 T-units, relative words per 100 T-units, embedded kernal sentences per 100 T-units, cluster frequency, mean cluster size, embedding frequency, and mean maximum depth level.

Validity, Reliability, and Normative Data:

These measures (or sets of them) have been used in a number of recent studies. Their validity comes from a developmental, cross sectional study by Hunt, who discovered that such factors were the best indexes of syntactic maturity across grade levels 4, 8, and 12. Detailed normative data are available in Hunt and O'Donnell. No reliability data or rater agreement is reported in any of these studies. The assumption seems to be that each factor is described and exemplified well enough for a trained rater to achieve a high degree of accuracy and of conformance with other raters.

Ordering Information:

EDRS (ED 018 405)

Related Documents:

Mellon, J.C. *Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition.* Research Report No. 10. Urbana, Ill.: National Council of Teachers of English, 1969. (ED 018 405)

Hunt, K.W. *Grammatical Structures Written at Three Grade Levels.* Research Report No. 3. Urbana, Ill.: National Council of Teachers of English, 1965.

O'Donnell, R.; Griffin, W.J.; and Norris, R.C. *Syntax of Kindergarten and Elementary School Children: A Transformational Analysis.* Research

Report No. 8. Urbana, Ill.: National Council of Teachers of English, 1967.

O'Hare, F. *Sentence-Combining: Improving Student Writing without Formal Grammar Instruction.* Research Report No. 15. Urbana, Ill.: National Council of Teachers of English, 1973.

Category: Writing

Title: Syntactic Maturity Test (SMT)

Authors: Roy O'Donnell and Kellogg W. Hunt

Age Range: Primary, Intermediate, Junior High, Senior High, Post-Secondary—Adult

Description of Instrument:

Purpose: To measure the written syntactic maturity of writers from grade four to adulthood.

Date of Construction: 1970

Physical Description: The SMT is a coherent paragraph of unusually short sentences (three to five words, for the most part) on the topic of aluminum. The test-taker is asked to rewrite the paragraph, combining sentences in any way he can, without omitting any of the information. The new paragraph is then analyzed for either mean T-unit length or mean clause length, and that count is the measure of maturity. Obviously, the measure could be used as a before and after measure in curriculum evaluation or in an experimental study concerned with fostering syntactic fluency. The SMT is brief enough to be included below:

Aluminum

Directions: Read the passage all the way through. You will notice that the sentences are short and choppy. Study the passage, and then rewrite it in a better way. You may combine sentences, change the order of words, and omit words that are repeated too many times. But try not to leave out any of the information.

Aluminum is a metal. It is abundant. It has many uses. It comes from bauxite. Bauxite is an ore. Bauxite looks like clay. Bauxite contains aluminum. It contains several other substances. Workmen extract these other substances from the bauxite. They grind the bauxite. They put it in tanks. Pressure is in the tanks. The other substances form a mass. They remove the mass. They use filters. A liquid remains. They put it through several other processes. It finally yields a chemical. The chemical is powdery. It is white. The chemical is alumina. It is a mixture. It contains aluminum. It contains oxygen. Workmen separate the aluminum from the oxygen. They use electricity. They finally produce a metal. The metal is light. It has a luster. The luster is bright. The luster is silvery. This metal comes in many forms.

Validity, Reliability, and Normative Data:

The validity of the scale rests on recent developments in transformational syntax and on research in syntactic maturity. Since we know

202 that mature syntax is characterized by a larger number of kernel-statement-embeddings per clause or per T-unit, we can regard as valid a measure which permits the test-taker to demonstrate how skillful he is at such embeddings. No reliability data is reported for the SMT, but data could easily be obtained in tryouts with subjects of different age levels. In the article where the SMT is described there is normative data for mean clause length for an adequate sampling of students in grades 4, 6, 8, 10, 12, and for "skilled" adults.

Related Documents:

Hunt, K.W. "Syntax, Science, and Style." In *The Language Arts in the Elementary School: A Forum for Focus,* edited by Martha L. King, et al. Urbana, Ill.: National Council of Teachers of English, 1973.

Category: Writing

Title: Sager Writing Scale (CWRS)*

Author: Carol Sager

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose:. To assess the quality of pieces of creative writing. The scales are designed to be used both by students and teachers and by researchers.

Date of Construction: 1973

Physical Description: The CWRS has four scales with four ratings possible on each scale. The scales and their definitions are as follows:

Vocabulary: the use of words to express a particular thought or idea
Elaboration: an abundance of related ideas which flow smoothly from one idea to the next
Organization: the arrangement of ideas in order
Structure: the way in which language forms are used to convey meaning

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Ratings on each scale are 0, 1, 2, 3—corresponding to poor, fair, good, excellent. Each of these values is described in detail in the full report. After familiarization and training in the use of the scales, students or teachers can use them to rate pieces of creative writing. The highest possible score on a piece is 12.

Validity, Reliability, and Normative Data:

Validity for CWRS is claimed for its being based on an examination of what experts have said about children's writing and an examination of over a thousand pieces of children's writing. As with any such measure, validity is determined largely by the usefulness and appropriateness of the various scales. Reliability for three adults trained as raters was .97. No rater reliability is reported for children using the scale.

Ordering Information:

EDRS (ED 091 723)

Related Documents:

Sager, C. *Improving the Quality of Written Composition through Pupil Use of Rating Scale.* Ann Arbor, Mich.: University Microfilms, 1973. Order No. 73-23, 605.

*Adapted from the Anderson Scale, a writing scale for teachers resulting from an M.Ed. thesis directed by Dr. B. Alice Crossley, Professor of Education, Boston University.

204 **Category**: Writing

Title: Schroeder Composition Scale (SCS)

Author: Thomas S. Schroeder

Age Range: Primary, Intermediate, Junior High

Description of Instrument:

Purpose: To describe the writing behaviors of elementary and junior high children.

Date of Construction: 1973

Physical Description: The SCS is an analytic scale, designed to be used to describe the characteristics of all the types of prose writing of elementary and junior high school children. The scoring is simply "yes" or "no," the writing does or does not have the characteristic, for eleven of the criteria in the scale: maintains simple time sequence, uses a concluding sentence, gives story a title, expresses theme or abstract generalization, uses direct discourse, uses imaginative ideas, uses repetition to heighten effect, uses original figure of speech, includes emotion or personal reaction, uses descriptive passage, expresses humor. Five other items in the scale identify the percentages of communication units with the following characteristics: completeness, capital letter beginning, correct terminal punctuation, coordination, subordination. Two final items are total word count and words per communication unit, making a total of eighteen items in the SCS. The complete report includes detailed instructions for using SCS.

Validity, Reliability, and Normative Data:

The validity of SCS rests on the following statement from the report: "An examination of the items on the instrument will show that they deal directly with observable writing behaviors." The agreement between two trained raters on each of the separate items in SCS ranged from 67 percent to 100 percent.

Ordering Information:

EDRS (ED 091 760)

Related Documents:

Schroeder, T.S. *The Effects of Positive and Corrective Written Teacher Feedback on Selected Writing Behaviors of Fourth Grade Children.* Ann Arbor, Mich.: University Microfilms, 1973. Order No. 73-30869.

Category: Writing

Title: Literary Rating Scale (LRS)

Author: Eileen Tway

Age Range: Primary, Intermediate, Junior High

Description of Instrument:

Purpose: To assess the quality of children's fictional stories.

Date of Construction: 1969

Physical Description: The LRS is a set of twelve scales: structure, word usage, characterization, setting, point of view, conversation, detail, appeals to senses, values, ending, sentence structure, and situation. Each scale is scored 0, 1, or 2 according to whether little or none, some, or effective handling of the scale element was evident in the story. The complete LRS describes in detail each of the scoring levels for each scale. LRS is intended to be used to score children's stories analytically. The highest possible score is 24.

Validity, Reliability, and Normative Data:

The separate scales are based on a review of literary criticism and theory, on an analysis of children's writing, and on an examination of authors' and English professors' rankings and written comments on a group of ten stories written by children. A check on validity was a ranking by adult readers naive about children's literature of twenty stories. Four of the stories were by adult writers of children's stories; the rest were by advanced and average second, third, fourth, and sixth graders. The rankings indicated that the scale did discriminate "maturity" in writing.

Four experts who scored twenty stories independent of each other and without practice with LRS reached an interrater agreement of .73 (Kendall's coefficient of concordance, significant at .001). Test-retest reliability of LRS for twenty intern teachers was .72 without practice, with stability coefficients ranging from .44 to .91 for the twenty. After training in the use of the scale, pre-service teachers reached an interrater agreement of .58, in-service teachers an agreement of .51 (both Kendall's coefficient of concordance results for twenty raters scoring twenty stories). The author of the scale argues that these coefficients would have been much higher had she used conventional interrater reliability checks for only two or three raters.

206 **Ordering Information:**

EDRS (ED 091 726)

Related Documents:

Tway, D.E. *A Study of the Feasibility of Training Teachers to Use the Literary Rating Scale in Evaluating Children's Fiction Writing.* Ann Arbor, Mich.: University Microfilms, 1971. Order No. 71-10, 997. Copyright 1971 by D.E. Tway.

Miscellaneous

Peter O. Evanechko
209 Semantic Features Test

Betty Jean Moore
212 The Heinsen-Moore Test of Visual Processing Skills

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Category: Miscellaneous

Title: Semantic Features Test

Author: Peter O. Evanechko

Age Range: Intermediate, Junior High

Description of Instrument:

Purpose: To index the kinds of meaning relationships children perceive to exist between words and their referents.

Date of Construction: 1970

Physical Description: This test consists of 276 pairs comprising 24 categories. Following are examples:

Children's Meaning Space

Children's Meaning Categories

1. *Synonym.* The members of each word pair have exactly or very nearly the same referent: e.g., big - large; steal - rob.
2. *Similarity.* The members of each word pair are similar through being aligned on some dimension, with the referent of the right hand member occupying a more extreme position on this dimension: e.g., small - tiny; hungry - starving.
3. *Supraordinate.* The left-hand member denotes a common class of which the right-hand concept is a member: e.g., bird - sparrow; fruit - apple.
4. *Coordinate.* The members of each pair refer to familiar members of a familiar class: e.g., chair - table; beets - peas.
5. *Attribute.* The right-hand member of each pair refers to a quality or attribute generally recognized as characterizing the object denoted by the left-hand member: e.g., lemon - sour; turtle - slow.
6. *Contrast.* The members of each word pair refer to opposite ends of a continuum: e.g., hard - easy; loud - soft.
7. *Action-of.* The right-hand member of each pair is an intransitive verb denoting concrete action associated with and performed by the agent referred to by the left-hand member: e.g., dog - bark; baby - cry.
8. *Action-upon.* The left-hand member of each pair is a transitive verb denoting a concrete action associated with and performed upon the object referred to by the right-hand member: e.g., sweep - floor; throw - ball.
9. *Whole-part.* The right-hand member of each pair refers to a familiar object recognized as an important part of a familiar whole denoted by the left-hand member: e.g., bird - wing; hand - finger.
10. *Part-part.* The members of each pair refer to familiar objects which are parts of a familiar whole: e.g., wall - floor; arm - head.
11. *Common use.* The right-hand member of each pair denotes an object associated with and acted upon by the agent referred to by the left-hand member: e.g., farmer - tractor; dog - bone.
12. *Use of.* The right-hand member of each unit denotes a use made of the left-hand member: e.g., orange - you eat it; envelope - you put letters in it.
13. *Repetition.* The right-hand member of each unit is a repetition of the concept referred to by the left-hand member: e.g., drink - you drink water; tap - you tap on the wall.
14. *Contiguity.* The left-hand member of the unit is defined by direct concrete interaction of place, time, or activity with the right-hand member: e.g., apple - grows on a tree; late - you can see by the clock.

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15. *Free association.* The members of the unit are free associates: e.g., carry - heavy; enjoy - fun.
16. *Connotation.* The right-hand member of each pair connotes a relationship with the left-hand member: e.g., royal - strong; modern - good.
17. *Analysis.* The right-hand member is an analysis of the left-hand member indicating certain dimensions of function of this concept: e.g., rule - having power over people; lengthen - make a thing longer by adding to it.
18. *Synthesis.* The right-hand member defines the left-hand member by stating its relation with other concepts commonly associated with it: e.g., acorns - from an oak tree; bunk - it has two levels.
19. *Extension of a class* (Implication). The right-hand member of the unit gives examples of concepts to which the left-hand member might refer implying a degree of familiarity with the concept: e.g., bugs - insects and flies; farming - crops and animals.
20. *Denotation in context.* The left-hand member is defined by use in context: e.g., sharpen - sharpen the knife till it cuts well; bitten - bitten by a snake.
21. *Ostensive definition.* The right-hand member defines the left-hand member largely on the basis of experience: e.g., tickle - you make someone laugh; selfish - all for yourself.
22. *Generic definitions.* The right-hand member denotes the common class to which the left-hand member belongs: e.g., kindle - burn; cup - dinnerware.
23. *Class membership implied.* The right-hand phrase attempts to bridge the gap between general and specific by using phrases such as "a kind of," "sort of," or "like a": e.g., cone - like an ice-cream cone; stool - like a chair.
24. *Intension of a class* (Genus et Differential). The right-hand member states the class as well as the distinguishing features of the left-hand member: e.g., sipped - drank a little at a time; notice - see and remember.

For each item of the test, the subjects were asked to *rank* each pair of statements depending on how well they thought the words on the left were described. The pairs were to be ranked by having the children fill in the space on the answer sheet that stood for the word or statement they thought was closer in meaning to the word it described and leave blank the space that stood for the word or statement they thought was not as close. Examples follow:

---

1. a. _____ unwashed - dirty
   b. _____ yell - scream

2. a. _____ moving - stepping
   b. _____ poppy - daisy

51. a. _____ horseshoe - hard
    b. _____ rejoice - feel sad

52. a. _____ amaze - you amaze me
    b. _____ cowhide - comes from cattle

Answer Sheet

1.	a	b		51.	a	b
2.	a	b		52.	a	b

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Validity, Reliability, and Normative Data:

The test was administered to 266 pupils—133 in grade five and 133 in grade eight. The means for each grade were 158.87 and 162.47, respectively. Content validity for the test was established by devising five logical groupings of categories and by having five judges place 120 items in the appropriate category. The extent of agreement among judges and between judges ranged from .80 to .95. To determine the suitability of items for the various definitions in each category, the items were judged in terms of the definitions by five other people. Construct validity is claimed on the basis of the results of a pilot study. Data obtained indicated general confirmation of the theoretical position and the assumption upon which the test was constructed. The reliability coefficients based on the Kuder-Richardson Formula 20 and based on the data of the pilot study were .88, .85, and .86 for subjects in grades four, five, and six, respectively. A further check on reliability was made by selecting a random sample of 38 subjects from the pilot study and re-administering the test after a period of approximately 1.5 months. The range in correlations between tests was .67 to .82, with a mean of .73. The correlations were considered adequate, since the test was designed to measure a changing characteristic.

Ordering Information:

EDRS (ED 091 745)

Related Documents:

Evanechko, P.O. "The Dimensions of Children's Meaning Space." Dissertation, University of Alberta, Edmonton, 1970.

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212 **Category**: Miscellaneous

Title: The Heinsen-Moore Test of Visual Processing Skills

Author: Betty Jean Moore

Age Range: Primary

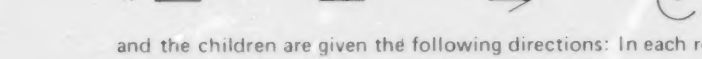
Description of Instrument:

Purpose: To enable classroom teachers to screen an entire classroom of children simultaneously for visual processing skills.

Date of Construction: 1972 (revised)

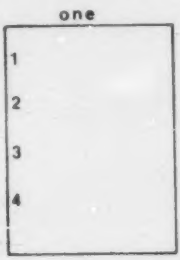
Physical Description: This was an "original group vision screening test" designed by a practicing optometrist, Arthur C. Heinsen, Jr., and revised at his request by Betty Jean Moore, a reading specialist. The test uses a four-page answer booklet and nine 35mm slides, and it includes activities for both near- and far-point visual skills. The Heinsen-Moore Test is used only for gross measurement. A child who makes a low score would be singled out for further individual testing or referral to professional vision specialists. The present form (Form A) of the test is still in the development or experimental stages. It was administered to 380 subjects in grades one through nine in 1972. An additional form (Form B) was then devised, and standardization data should be available for both forms in 1974-75. A factor analysis of the data of Form A indicates the existence of four factors, labelled tentatively as (1) visual-visual match, (2) visual organization, (3) speed, and (4) discrimination between likenesses and differences.

Answer sheet-page 1: A slide of the first row is given below (there are 4 rows on the slide)

1. 

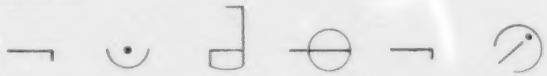
and the children are given the following directions: In each row (row 1 above), look to see if any symbol is repeated. If each symbol is there one time, write a 1. If each symbol is there two times, write a 2. If each symbol is there three times, write a 3.

Frames:



BEST COPY AVAILABLE

Answer sheet-page 2: The directions are similar to the preceding section, except there are no slides. The symbols are given on the child's answer sheet.

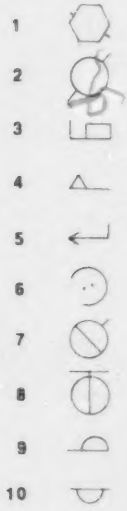
1. 

Answer sheet-page 3: Again there are no slides. Directions: In each row look to see if any symbol is repeated.

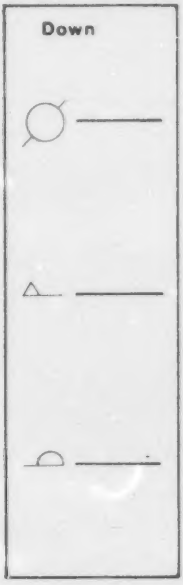
1.

Answer sheet-page 4: The children are shown slides in order to complete this page. Directions: When each frame is shown on the screen, find the symbols shown on your answer sheet for that frame. Write the number of the line in which you find each symbol.

Slide #6



Answer Sheet: Frame 6



The total test (with specific times for each section) takes about 30 minutes to administer.

214 **Validity, Reliability, and Normative Data:**

Although the test was administered to subjects in grades one through nine, the author indicates that the test is useful only for primary children where the correlation between the Heinsen-Moore Test and reading achievement is .63, which is statistically significant at the .001 level. The test has a coefficient of instrument reliability of .91 established by the split-half procedure.

Ordering Information:

EDRS (ED 091 735)

Related Documents:

Moore, B.J. "A Statistical Evaluation of the Heinsen-Moore Test of Visual Processing Skills Used for Group Vision Screening in Elementary Classrooms." Dissertation, University of Illinois, 1973.

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Cross indexing is also provided for the age range appropriateness of each instrument. Following is a key to age range headings:

PS	pre-school (birth to K)
P	primary (Grades 1-3)
I	intermediate (Grades 4-6)
JH	junior high (Grades 7-9)
SH	senior high
PS-A	post-secondary–adult

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Author	*Title*	*Age Range*	*Page*
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Chomsky, C.	Acquisition of Syntax Experiments	PS,P,I	11
Fisher, C.J.	Linguistic Structures Repetition Test	P	13
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224	Purves, A. International Association for the Evaluation of Educational Achievement, Committee for Literature	Achievement Measures (Understanding and Interpreting Short Stories)	JH,SH,PS-A	66
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	Reich, C.	Novel Reading Maturity Scale	JH,SH,PS-A	77
	Sanders, P.L.	Criteria for the Evaluation of Free-Response Interpretive Essays	JH,SH,PS-A	80
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Burt, H.R.	Similes Test	I	90
Cosens, G.V.	Cloze Tests for Deletion Produced Structures	P	92
DeLancey, R.W.	Recognition of Linguistic Structures	I,JH	95
Gavin, Sister Mary Therese	S-N Auditory Discrimination Test	PS,P	97
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Powell, A.	Primary Reading Attitude Index	P	118	
	Intermediate Reading Attitude Index	I	119	
Robertson, J.E.	Connectives Reading Test; Written Connectives Test	I	121	
Rystrom, R.	Rystrom Reading Comprehension Test	I	123	
Shepherd, J.F.	Morpheme Knowledge Test	SH,PS-A	125	
Simons, H.D.	Deep Structure Recovery Test	I	127	
Stennett, R.G. Smythe, P.C. Hardy, M. Pinkney, J. Fairbairn, A.	Developmental Patterns in Elemental Reading Skills	PS,P	128	
Taylor, W.L.	Cloze Procedure	P,I.JH,SH,PS-A	139	
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Madsen, A.L.	Instrument to Survey Knowledge of Literary Criticism	Unspecified	175
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Smith, V.H.	Composition Rating Scale	Unspecified	178
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Ashida, M.E.	A Standard Corpus of Contemporary American Expository Essays	SH,PS-A	185

California Association of Teachers of English, Joint Sub-Committee on Composition	A Scale for Evaluation of High School Student Essays	JH,SH	187
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Dupuis, M.M.	Transformational Analysis of Compositions	I,JH,SH,PS-A	193
Glazer, J.	Glazer Narrative Composition Scale	P,I,JH	195
Golub, L.S.	Syntactic Density Score	P,I,JH,SH,PS-A	99
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Mellon, J.	Factors of Syntactic Fluency (Hunt-Mellon)	P,I,JH,SH,PS-A	199
O'Donnell, R.C. Hunt, K.W.	Syntactic Maturity Test	P,I,JH,SH,PS-A	201
Sager, C.	Sager Writing Scale	I,JH	203
Schroeder, T.S.	Schroeder Composition Scale	P,I,JH	204
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Rystrom	Rystrom Dialect Test	165
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Gavin	S-N Auditory Discrimination Test	97
Glazer	Glazer Narrative Composition Scale	195
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	Montague	The Contextual Ambiguity Test	112
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